

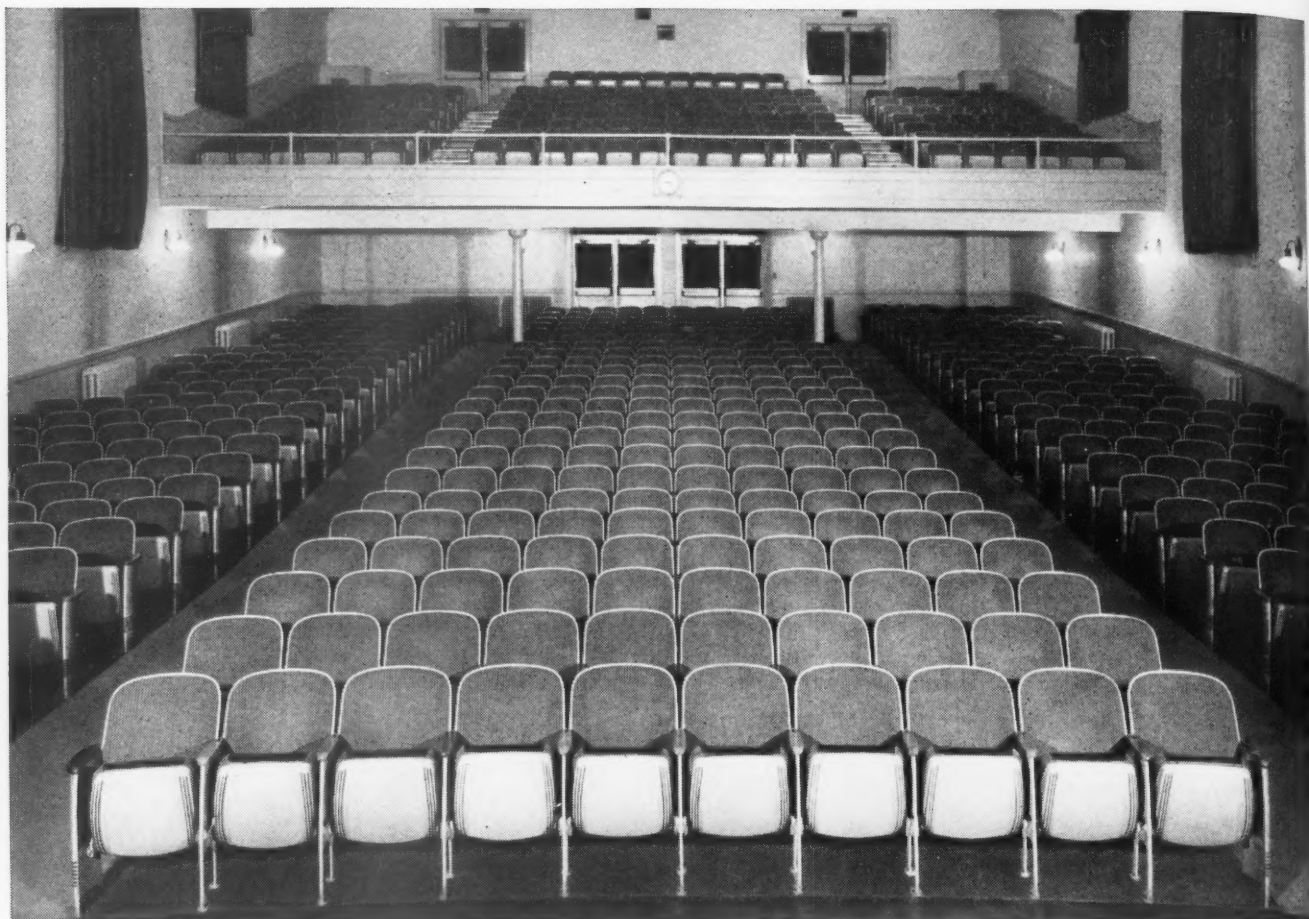
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CTA *Journal*

CALIFORNIA TEACHERS ASSOCIATION

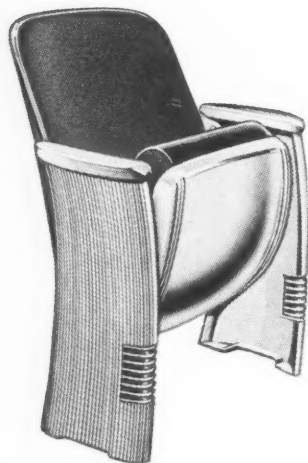
FEBRUARY 1951



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CTA *Journal*

THE JOURNAL OF THE CALIFORNIA TEACHERS ASSOCIATION

FEBRUARY 1951 . . . Volume 47, No. 2

IN THIS ISSUE

Explanation of Proposal to Enlarge CTA Board of Directors....	5
Are We Passing Our Panic to Pupils?.....	5
CTA Major Legislative Proposals	6
Two Proposals Affecting CTA By-Laws. <i>Read them carefully..</i>	8, 9
Teacher Retirement: New CTA Bulletin.....	8
Southern California Teachers Home.....	8
Public Relations: A Good California Example.....	9
Why Four and Five Years Training for Teachers?.....	10
Understanding Our Students of Mexican Extraction.....	11
Using Community Resources in Stanislaus County.....	12
Radio: A Tool for Teaching.....	14
State Division of Instruction Conference.....	15
You Are Urged to Plan Early for the NEA Convention.....	16
The New CTA Teachers Salary Study.....	16
You Can Teach Abroad.....	18
A School Class Adopts a Ship.....	22
California Schools Win Freedom's Foundation Awards.....	22
Changes in California School Administration.....	26
Resource Education: A Timely Yearbook.....	29

REGULAR FEATURES

Directory of Association and Affiliated Organizations.....	2
The State Executive Secretary's Message.....	5
California Student Teachers Association.....	10
Your State Department of Education.....	15
Notes and News Items from the Field.....	20
New Publications and Audio-Visual Materials.....	27
It's News to Me.....	30
Calendar of Coming Educational Events.....	31
Yours . . . for the Asking.....	32

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DR. REX H. TURNER *President*

ARTHUR F. COREY *Executive Secretary*

VAUGHAN MACCAUGHEY *Editor*

State Headquarters

391 Sutter Street

San Francisco 8, California

THE COVER PICTURE

Joshua Tree in the Mohave Desert

GREAT forests of the Joshua Tree (*Yucca brevifolia*), one of the most spectacular features of our Western deserts, are spread over widely-scattered areas of the Mohave Desert.

The Joshua Tree belongs to the lily family, as do many other tough desert plants, and attains a height of 10-38 feet. Its cream-white blossoms grow in clusters, 8 to 14 inches long, at the ends of the heavy, angular, erratic branches.

It is generally believed that the Mormons gave this giant yucca the name Joshua-tree, seeing in its grotesquely extended "arms" a symbol pointing to the promised land they were seeking. The age of these old trees cannot be accurately determined because of the absence of tree-rings.

The photographer's wife and child are viewing a giant tree in Joshua Tree National Monument. This Monument, in San Bernardino and Riverside Counties, is the last sanctuary for the rapidly-diminishing Joshua Tree. The Monument is under the supervision of the National Park Service, which protects and preserves the area in its natural condition, while at the same time making it available to the American public.

Joshua Tree National Monument is open the year round to visitors. It affords the visitor an outstanding scenic picture of the high desert country of Southern California.

Located 140 miles east of Los Angeles, this great park has headquarters at Twentynine Palms, which is its gateway.

—Photo and article by Ted Richardson, Photographer, Twentynine Palms, California.

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188

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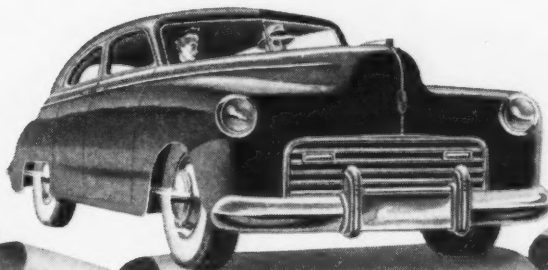
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(Continue on separate page if necessary)

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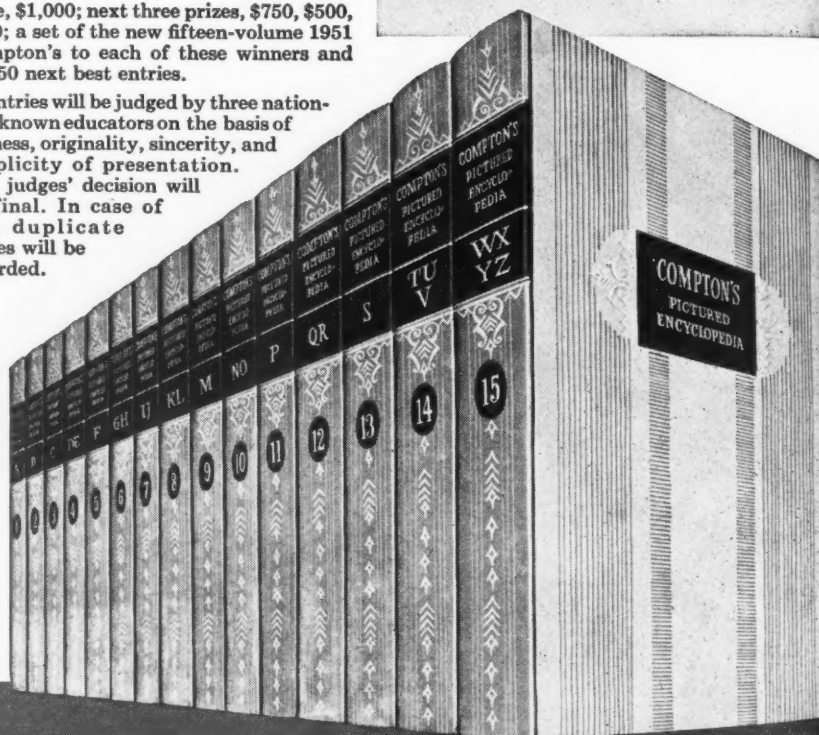
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Amendment to Articles of Incorporation Proposed

AS announced in the January issue of the magazine and also on page 8 of this issue, CTA members will be called upon to vote on a proposal, initiated by the CTA Southern Section, to increase the number of members on the State Board of Directors of the California Teachers Association.

The fifth of the present Articles of Incorporation stipulates that the Board shall be composed of NINE members. The proposal is to increase this number to TWELVE.

If this change in the Articles were adopted, a subsequent change in Article III of the By-Laws would be necessary, inasmuch as this is the section which distributes the representation on the Board of Directors to the various Sections of the Association. It is proposed in the initiative that this Article be amended to provide two additional members of the Board from the Southern Section and one additional member from the Bay Section.

Shorn of its legal verbiage, the proposal may be simply stated:

Shall the Board of Directors of the California Teachers Association be increased from nine to twelve, by increasing the number from the Southern Section from three to five and by increasing the number from the Bay Section from two to three?

A ballot will be printed in the March issue of this magazine. Additional copies of the ballot will be furnished each Section office for those who request them. Each Section will be responsible for its own election procedures. It should be noted that the California Corporation Code requires a *majority vote of the active members* of the Association and not merely a majority of those voting, if further action is to be taken on this proposal.

Are We Passing OUR PANIC to Pupils?

FRIGHTENED children scanning the morning sky for expected Russian bombers do not indicate a healthy aspect of national security. Educational leaders should not institute programs which in the attempt to alert the public to the present national danger make hysterical victims of little children. It would appear that in some communities programs are being formulated in the schools because someone is convinced that something ought to be done, even though no one knows what course of action is desirable. Simply because we are confused, frustrated or even hysterical is no valid excuse for inciting the same conditions in helpless children. — A.F.C.

MAJOR LEGISLATIVE PROPOSALS . . . 1951

THE CTA PROGRAM FOR SCHOOL FINANCE PRESENTED TO THE CURRENT SESSION OF THE STATE LEGISLATURE

MORE adequate school support is being sought by the California Teachers Association in proposals submitted to the 1951 session of the State Legislature. A new apportionment bill, based on studies of the Cooperative Committee on School Finance, is being introduced at the direction of the State Council of Education. It provides for increases in State Aid estimated by the State Department of Education to total \$50,500,000.

In addition to the foundation programs proposed in the 1949 and 1950 versions of AB 2120 and AB 65 the new legislation calls for increased allowances for basic aid, growth and transportation. It also provides a financial incentive to encourage district reorganization, and establishes 175 days as the divisor in computing a.d.a. for districts operating school 175 days or more.

BASIC AID

THE bill would give every school district in the state \$100 for each unit of a.d.a. regardless of the district's assessed valuation. At present, basic state aid is \$90, an amount fixed as a minimum by the State Constitution.

FOUNDATION PROGRAMS

THE following foundation programs would be guaranteed under the new bill:

Elementary — \$185 with a 65c computational tax; plus a provision that any district having an assessed valuation of less than \$5,000 per child shall receive at least \$191.75 providing it levies the maximum tax of 80c.

High School — \$210 with a 40c computational tax; plus a guarantee that any district with an assessed valuation of less than \$16,000 per child shall receive at least \$260 providing it levies the maximum tax of 75c.

Junior College — \$250 with a 25c computational tax.

Special formulas are proposed for small elementary and high schools. Details follow this article.

APPORTIONMENT FOR GROWTH

THE bill proposes to place state apportionment as nearly as possible on a current basis. Initial computation of the amount of state aid due each district still would be based on the prior year's a.d.a., but supplemental apportionments would be made not later than February 15 and June 30 for current a.d.a. in excess of the previous year's a.d.a. They would follow submission of current attendance reports on December 15 and May 31.

The amount allowed per "excess" pupil would be the same as the per pupil basic and equalization aid computed initially from the previous year's a.d.a. and assessed value.

The proposals for growth apportionment would supplant the existing plan under which the state assists districts experiencing rapid growth on a graduated scale geared to the assessed wealth of the district and under which the district absorbs a portion of the growth.

The State Department of Education estimates that the proposed plan of reimbursing districts for growth would increase state expenses by \$14,500,000 a year.

REIMBURSEMENT FOR PUPIL TRANSPORTATION

NO change is proposed in the present plan under which the state reimburses districts for current transportation costs in excess of amounts required to be met from local tax sources. It is proposed, however, to liberalize the provision for reimbursement for purchase of buses by newly-unified districts.

The bill defines reimbursable transportation costs as (1) maintenance and operation of buses according to rules and regulations established by the Superintendent of Public Instruction; and (2) costs "in lieu of transportation" within limits of approved transportation.

Under the CTA proposal the cost of new buses purchased by newly unified districts (since July 1, 1948) because of changes in attendance centers at any time during the first five years would be reimbursable. At present such reimbursement is granted only for the first year of purchase of buses after unification.

These changes in transportation aid would add an estimated \$700,000 a year to state costs.

PROPOSALS TO ENCOURAGE DISTRICT REORGANIZATION

AS an incentive to reorganization \$5 would be added to the foundation program at each level for unified districts formed after July 1, 1950. This incentive would continue for 5 years.

175-DAY DIVISOR

THE existing minimum school year of 170 days is retained, but it is proposed that 175 days be used as the divisor in calculating a.d.a. for districts operating schools 175 days or more. For districts operating schools from 170 to 175 days the actual number of days school was maintained would be used as the divisor.

This change would cost \$1,100,000 the first year.

COMPUTATION OF STATE AID:

ELEMENTARY

Elementary Districts above 100 a.d.a.

(a) $\$185 \times \text{a.d.a. reduced by } .0065 \times 90\% \text{ of assessed value.}$

(b) (Districts with kindergarten) $\$196.25 \times \text{a.d.a. reduced by } .0090 \times 90\% \text{ of assessed valuation.}$

(c) (Districts without kindergarten) $\$191.75 \times \text{a.d.a. reduced by } .0080 \times 90\% \text{ of assessed value.}$

(d) $\$100 \times \text{a.d.a. (Basic Aid).}$

Districts with less than \$5,000 assessed value per a.d.a. will use formula (b) if they have kindergartens, (c) if no kindergarten.

Districts with \$5,000 to \$16,239 assessed value per a.d.a. will use formula (a).

Districts with more than \$16,239 assessed value per a.d.a. will use formula (d).

The mandatory tax for participation in equalization is 65c in all cases.

Elementary Districts (100 a.d.a. and below)

1 a.d.a. — \$4,485.

Above 1 a.d.a. — increases \$85 per pupil to 24 a.d.a.

25 a.d.a. — \$7,625.

Above 25 a.d.a. — increases \$105 per pupil to 49 a.d.a.

50 a.d.a. — \$11,250.

Above 50 a.d.a. — increases \$125 per pupil to 75 a.d.a.

75 a.d.a. — \$14,875.

76 through 99 a.d.a. — increases \$145 per pupil.

100 a.d.a. — \$18,500.

The small school foundation program is based on a tax rate of 65c on 90% of the assessed valuation.

After five years small schools will receive these increased benefits because of smallness only if it can be demonstrated that such schools are necessary as determined by a "formula of necessity" to be made a part of the law.

To increase the elementary foundation program to the above amounts would cost the state an additional \$30,000,000 a year.

HIGH SCHOOLS

High School Districts above 300 a.d.a.

(a) $\$210 \times \text{a.d.a. reduced by } .0040 \times 90\% \text{ of assessed value.}$

(b) $\$260 \times \text{a.d.a. reduced by } .0075 \times 90\% \text{ of assessed value.}$

(c) $\$100 \times \text{a.d.a. plus } \$1,000 \text{ per year maintained.}$

Large districts with less than \$16,000 assessed value per a.d.a. will use (b).

Large districts with \$16,000 to \$32,000 assessed value per a.d.a. will use (a).

Districts with more than \$32,000 assessed value will use (c).

The mandatory tax for participation in equalization is 40c in all cases.

Small High School Districts (300 a.d.a. or below)

5 a.d.a. — \$10,080.

6 through 62 a.d.a. — an additional \$504 per pupil.

63 a.d.a. — \$39,138.

64 through 129 a.d.a. — an additional \$166 per pupil.

130 a.d.a. — \$50,260.

131 through 299 a.d.a. — an additional \$75 per pupil.

300 a.d.a. — \$63,010.

The small high school foundation program is based upon a tax rate of 40c on 90% of the assessed valuation.

After five years small high schools will receive these increased benefits because of smallness only if it can be demonstrated that such schools are necessary as determined by a "formula of necessity" to be made a part of the law.

The increased cost of this foundation program would be \$2,500,000 a year.

JUNIOR COLLEGES

(a) $\$250 \times \text{a.d.a. reduced by } .0025 \times 90\% \text{ of assessed value.}$

(b) $\$100 \times \text{a.d.a. plus } \$1,000 \text{ per year maintained.}$

Districts will use (a) or (b) whichever is larger.

Junior Colleges maintained by High School Districts or Unified Districts to be figured as independent districts.

525 hours of attendance to be considered a Unit of a.d.a. for Junior Colleges in grades 13-14.

The mandatory tax-rate for participation in equalization is 25c in all cases. The cost to the state of this Foundation Program for Junior Colleges would be \$1,700,000.

COUNTY SERVICE AND SUPERVISION FUNDS

County Service Fund to be continued at present rate of \$3 per a.d.a. at all levels and to be administered and apportioned as at present.

County Supervision Fund set at \$1.50 per a.d.a. in the Kindergartens and Elementary schools, to be distributed to the counties on the basis of budgets submitted to the Superintendent of Public Instruction.

It is proposed that County Supervision may be provided by County Superintendents on the request of districts having more than 900 a.d.a.

Important Proposal

See Also Page 9

NOTICE OF INITIATIVE PROPOSAL AFFECTING THE CALIFORNIA TEACHERS ASSOCIATION

At its meeting on December 9, 1950, the Board of Directors and the State Executive Secretary were officially presented with petitions signed by more than 10 per cent of the members of the California Teachers Association requesting that the following proposal affecting the Association be submitted to a vote of the membership:

"PROPOSAL

"WHEREAS, it is deemed by the members of this Association to be to their best interests and to the best interests of the Association that the Articles of Incorporation and By-Laws of the Association be amended as hereinafter provided:

"NOW, THEREFORE, BE IT RESOLVED that the number of directors of this Association be changed from nine to twelve by amending Article Fifth of the Articles of Incorporation of the Association to read as follows:

"Fifth — That the number of directors of said Association shall be *twelve* and the names and residences of the directors who are appointed for the first year and to serve until the election and qualification of their successors are as follows, to-wit:

"M. E. Dailey, San Jose, California; E. C. Moore, Los Angeles, California; J. H. Francis, Los Angeles, California; C. L. McLane, Fresno, California; C. C. Van Liew, Chico, California; E. B. Wright, Stockton, California; Fred T. Moore, Alameda, California; J. W. McClymonds, Oakland, California; A. F. Lange, Berkeley, California."

"AND BE IT FURTHER RESOLVED that the State Council of Education of the Association be directed to adopt an amendment to the By-Laws of the Association amending Section 1 of Article III of said By-Laws to read as follows:

"Section 1. Composition. The board of directors of the Association, consisting of 12 directors, shall exercise all of the corporate powers of the Association, subject to the limitations and restrictions provided by law and in these By-Laws, and to the policies established by the State Council of Education. Each Section of the Association, other than the Bay Section and the Southern Section, shall be entitled to have one of its members on the board of directors. The Bay Section shall be entitled to have *three* of its members on the board and the Southern Section shall be entitled to have *five* of its members on the board."

"AND BE IT FURTHER RESOLVED that the members of this Association hereby adopt and approve of said amendment of the Articles of Incorporation of the Association and said proposed direction to the State Council of Education, and they hereby direct the Board of Directors of the Association and the State Council of Education to place this proposal into effect."

Pursuant to Section 1 of Article XII of the By-Laws, the Board directed that this notice of such proposal be published in the January and February issues of the CTA Journal and that a ballot for use by the members in voting on the proposal be published in the March issue, together with detailed instructions concerning the completion and return of the ballot. The Board also directed that this notice and the instructions accompanying the ballot specify that, as required by the provisions of Section 9400 of the California Corporations Code, the affirmative vote of a majority of the active members of the Association, and not merely a majority of those who return ballots, will be required to authorize further action on the proposal.

The only changes in the existing Articles and By-Laws which would be made by this proposal are shown above in *italics*.

— Arthur F. Corey, State Executive Secretary.

TO ALL CTA MEMBERS

PLEASE note that the Proposal on this page, left-hand column, requires an individual ballot vote by the active membership of the Association. See also Dr. Corey's statement on Page 5.

The Proposal on Page 9 will be acted upon by the CTA State Council of Education at its annual meeting in April in San Francisco. — Ed

Teacher Rating and Its Effects

THE Association for Supervision and Curriculum Development, NEA, announces a new publication, **Better Than Rating: New Approaches to Appraisal of Teaching Services**. Result of two years intensive study of the controversial problem of teacher rating, this new 84-page publication (ASCD, 1201-16th Street, NW, Washington 6, DC; price \$1.25) merits wide and thoughtful readership among teachers, supervisors, school administrators and others who are directly or indirectly affected by teacher-rating practices.

Prepared by the ASCD Commission on Teacher Evaluation, this booklet examines basic issues which underlie any discussion of teacher rating. It suggests principles and conditions which enable teachers in our schools to accomplish best results in their work with children and youth.

Current teacher-rating plans are described, and the effects of these plans upon the school program are analyzed. This booklet also makes constructive proposals for cooperative organization of the school community to encourage professional growth.— Arno A. Bellack, Executive Secretary.

TEACHER RETIREMENT—Important New Bulletin

A HANDBOOK on the California State Teachers Retirement System is a timely and valuable new bulletin prepared under auspices of the CTA State Committee on Teacher Retirement, by Louise B. Gridley, chairman of the committee.

Ralph E. Nelson, consulting actuary of the State Teachers Retirement System, assisted materially in the preparation of this useful handbook.

It fully and accurately covers all phases of the California State Teachers Retirement System. For copies address California Teachers Association, 391 Sutter Street, San Francisco 8; price per copy, 25c.

Southern California Teachers Home

DEDICATORY CEREMONIES

MORE than 1500 public school teachers attended the dedication of the new \$250,000 lounge-diningroom unit and two-story residential building of the Southern California Teachers Home, 842 East Villa Street, Pasadena, Saturday afternoon, January 13. Roy C. Holmes, president of the Bureau of Welfare of the CTA Southern Section, presided at the dedication ceremonies, in which J. Russell Croad, superintendent of the Burbank Schools, accepted the buildings.

The Teachers Home was founded in 1928 by the Bureau of Welfare of the Southern Section. Since then, it has grown, through gifts and donations of teachers, so that the Home now has a frontage of 350 feet. In addition to the new diningroom and residential buildings, the site has 3 bungalows, an infirmary, and a 12-room house and laundry.

Voluntary Contributions

The support for the maintenance and operation of the Southern California Teachers Home, in addition to the payment by the members, comes from voluntary contributions of public school teachers in the Southern California area. Eligible for membership in the Home are retired teachers from this area, who are 65 years of age or older, and are in acceptable physical and mental health. Payments are geared to the financial resources of the resident.

SINCE its inception, in addition to the management of the Home, the Bureau of Welfare has cared for more than 150 teachers. Medical assistance for chronic conditions such as tuberculosis, arthritis, and paralysis is constantly being given to teachers in both active and retired status, either in the teacher's own home, or hospital, rest home or sanitarium.

The new lounge-diningroom is a modernistic red brick building with huge glass windows. The two-story residential building will enable the Home to accommodate 14 additional members.

PUBLIC RELATIONS: A Good California Example

IMPROVING FARM-CITY UNDERSTANDING THROUGH EDUCATION AND INFORMATION

By Rex F. Harlow, Palo Alto; Consultant to the Farm-City Relations Committee

Dr. Harlow has prepared this paper upon request to illustrate how a group, in this case the agricultural people of the great San Joaquin Valley, has set out upon a definite and well-organized program of public relations to improve farm-city understanding. School people throughout California will read this article with interest, as exemplifying what they themselves can do in their respective fields. It is an outstanding, indigenous example of a well-planned public relations program. — Ed.

AN educational activity of tremendous significance to California, and which promises to become equally important to the nation as a whole, is under way in the San Joaquin Valley.

It is the Farm-City Relations Program, a study of urban-rural relations and an effort to help farmers and businessmen work together more intelligently and effectively for their individual and the public good. This program is being conducted under the joint auspices of the Public Relations Society of America, of New York, and the Central Valley Empire Association, of Fresno.

Serving in an advisory capacity and providing funds for carrying on the project, is the Farm-City Relations Committee, a non-profit, statewide group of 46 California agricultural and business leaders. The chairman of the Education and Research Committee of the Public Relations Society of America is consultant to the committee and director of the program.

In carrying on its active campaign of education and information in the Valley, the Farm-City Relations Committee is using the following principal means:

- Active contacts on a face-to-face level.
- Meetings, speeches, conferences, etc.
- Publicity—in the press, on the radio, in newsreels, through other media—both local and national.
- Information material—printed matter, special articles, feature stories, etc.—as widely distributed as funds permit.
- Reports to the Public Relations Society of America on all steps taken, developments resulting therefrom, and the overall results of the program as they take shape and mature.

This pilot effort is being restricted to the San Joaquin Valley in the belief that a successful formula can thereby be more easily developed for improving urban-rural relations. If and when such a formula is devised, the Society is pledged to carry it to all of America.

Intense interest has been aroused in the project. Cooperation of the newspapers, the radio stations, the civic clubs, educational, religious and other groups, has produced splendid results.

Up and down the Valley the program has become widely known. Main effort to date has been in Fresno County, where local farm-city relations committees are being organized in all the major centers of the county. Work has been started in Kern County, which will also be organized community by community as quickly as possible. Other counties in the Valley will be entered and served similarly. It is expected that by the end of the year organization work will be completed.

The Kick-Off

An initial "kickoff" meeting was set up in the rural community of Sanger, a little city of 6,000 population lying 15 miles east of Fresno; 517 farm and city people attended. Most of them were from Fresno County, but a number came several hundred miles from different parts of the state, such as Berkeley, San Francisco and Los Angeles. The chairman of the Farm-City Relations Committee presided, and the president of the California State Chamber of Commerce made the principal address.

Interest in the program has been aroused in 370 statewide agricultural and business organizations in California. Through official action of their boards, letters from their executive heads, and by use of other concrete means their cooperation is being offered. Requests for speakers to appear before their meetings and for news notes and special articles for publication in their periodicals are coming from all sides. The metropolitan press and radio stations are also bringing the program to the attention of people from one end of California to the other. And even national farm, trade and general magazines are beginning to seek materials for feature articles on the project.

Basic economic data which can be used to supplant misconceptions and guesses with facts are being developed with the aid of the Agricultural Extension Division of the University of California, the Giannini Foundation,

the California Fruit Growers Exchange, the California State Chamber of Commerce, the California Farm Bureau Federation, the United States Department of Agriculture, and other agencies. These data have to do with such things as costs of production, distribution, and marketing of commodities and profits of farmers and businessmen. Wide distribution of these facts is planned through publication of printed pieces, programs before groups and over the air, and in newspaper, magazine, and other articles.

THE program is being geared into the war effort. It is realized that warm, understanding cooperation between farmers who produce food and businessmen who process and distribute what the farmers produce is an absolute necessity in the rising war economy. Hence the farm-city relations program almost inevitably will increase in significance and become more valuable as the months pass.

NOTICE OF PROPOSED AMENDMENT TO BY-LAWS OF THE CALIFORNIA TEACHERS ASSOCIATION

At a meeting on January 6, 1951, the Board of Directors of the California Teachers Association, by the affirmative vote of two-thirds of its members, passed the following resolutions:

"RESOLVED, that this Board hereby proposes that subsection 5g of Article VI of the By-Laws of The California Teachers Association be amended to read as follows:

"Section 5. Government. The members of the Sections now established, or which may hereafter be established, shall have power to determine such forms of organization, methods of internal government and procedures as may be best suited to their respective areas and the needs of their membership, subject to the following provisions:

* * *

"g. Members of the board of directors shall be ex officio members of the councils of the Sections which they represent. Representatives to the State Council of Education shall also be ex officio members of such councils unless otherwise provided by the by-laws of the Section involved."

"RESOLVED FURTHER, that the State Executive Secretary be and he is hereby authorized and directed to deliver or mail a copy of this proposed amendment to each representative to the State Council of Education and to publish a copy thereof in the CTA Journal in accordance with the provisions of section 2 of Article XIII of the By-Laws of this Association."

Under the present By-Laws, representatives to the State Council of Education are automatically ex officio members of Section councils. The proposed amendment would permit the individual Sections to prevent such automatic membership by a specific provision in the Section by-laws.

In accordance with section 3 of Article XIII of the By-Laws, this proposed amendment will be submitted for action to the annual meeting of the State Council of Education to be held in April, 1951. As specified in the By-Laws, the affirmative vote of two-thirds of all members of the Council entitled to vote at such meeting will be required for the adoption of the amendment. — Arthur F. Corey.



Why Four and Five Years Training for Teachers?

By William H. Stegeman, Professor of Education, Chico State College

WHEN California is actually lacking 21,000 qualified teachers to take care of its school population this year, why do we stick to the four and five year training programs in our colleges? Why not shorten the training period to two or three years and rush more teachers into the understaffed schools? Why are we kept in college as students while thousands of emergency teachers are permitted to take the jobs? These are a few of the daily questions asked by anxious teacher training candidates.

The long and short of it is that California is looking ahead to the future, when there will be enough well-trained specialists to fill all teaching positions. It is true that 10,000 teachers are operating on emergency credentials, and that there will be 5,000 fewer teachers each year for the next ten years than will be trained to take care of the increase in school population. It is true that even the best-trained emergency teachers realize their need for more training and are performing meritorious service by doing their best while you and they get further training. By 1960, it is hoped that the supply of well-trained teachers will begin to meet the yearly demand. From then on it is hoped there will be fewer "emergency" teachers, with more and more four and five year trained teachers to fill their places.

Good Teacher Is a Specialist

Undoubtedly you want to be good teachers. The good teacher in today's school is a specialist, well trained in many areas of experience.

As our country has grown and our social structure becomes more complex, faith in education as a panacea for our ills has imposed upon the schools and the teaching profession an ever greater responsibility. Each year has seen an increase in the responsibility of our schools to society. The

teaching task has become such that only well-trained specialists can now carry on the multiplicity of responsibilities placed on the shoulders of the teacher.

Education in our schools can only be as broad as the ability of our teachers. Society demands that teachers guide the physical, emotional, social, and intellectual development of its children. Society demands that our teachers guide the interests, attitudes and abilities of its children into wholesome self-realization. Society demands that our teachers guide its children through satisfying human relations into acceptable citizenship. It also demands education for economic efficiency and civic responsibility. The well-trained teacher must know, and be able to provide children with, these abilities.

Diversified Learning

Education for modern living requires learning in at least a half dozen areas of experience. The teacher must teach social studies in such a way that children learn to perform the major social functions of living, to expand their time and space concepts to encompass the world, and to understand and appreciate their rich cultural heritage.

The teacher must teach science in such a way that children learn to understand, appreciate and use wisely the scientific phenomena of their universe, to integrate science and social adjustments, and to develop an inquiring mind with an appreciation for the conservation of natural resources.

The teacher must teach mathematics in such a way that children learn to think in quantitative terms, to live within their means, and to think in relative terms about the problems of living. In addition, the teacher must teach our language in such a way that children will progress constantly in their ability to write, speak, read, listen and think; will broaden their

social abilities through the use of language; and will cut across semantic barriers to intercultural understanding.

The teacher must provide for release of creative and recreative skills, must allow for inner creative urges to emerge, must encourage appreciation and participation in creative and recreative pursuits.

The teacher does not teach by haphazard arrangement. He does not teach through the restricted use of limited learning materials. The teaching specialist teaches through a carefully planned developmental sequence of experiences. He teaches through the use of real living materials adjusted to many levels of ability. He teaches through the use of community resources and the interests of children. The teacher is not restricted to the classroom, but has the entire community at his fingertips. He not only uses prepared materials, but he makes good use of current materials as well.

Today's teacher is a specialist in human relations. He works with children and parents alike. He is an accepted and respected member of his community when he shows his worth. History shows us that every great man has been guided by his great teachers. History shows us that the progress of mankind has constantly been guided by society's well-trained teachers.

A REVIEW of most college courses will show that they have been organized to provide as broad a training as possible. A review of college programs will also show a wide variety of training experiences for potential teachers outside of regular class requirements. Such extra-class activities as field trips, community forums, teacher workshops, youth conferences, and speeches by resource persons are found in most colleges. In addition, there are student groups and clubs, such as your own CSTA, formed to stimulate professional growth.

Always Becoming Better

By participating in a wide variety of experiences, by participating actively in classes and groups, by using all of his abilities, interests and skills a student can get a good foundation for teaching in his four or five years at college. This teacher will, of course, continue to learn on the job. Good teachers are always striving to become better teachers.

If you are serious about being a good teacher, get all the training you can now. You will need it.

There is a possibility that even four and five years training is not enough to prepare the type of teachers needed for the future.

Understanding Our Students of Mexican Extraction

By Joseph Faltis, Spanish Teacher, Woodland High School, Yolo County

A CURIOUS contradiction exists in the minds of many Californians regarding our state patriotism. Chambers of Commerce and travel agencies place a great deal of stress on the Spanish and Mexican heritage which is ours here in California. We are proud of our old missions; we are delighted with knowing the etymology and meaning of our Spanish place names. A Los Angelino feels special pride in showing his Eastern relatives that colorful thoroughfare called Olvera Street. High school students, and cabaret patrons, too, think "it's loads of fun" to dance the Chiapanecas. Dozens of celebrations marking Mexican Independence take place over the entire state on September 16th.

Unfortunately our affection and pride seems to restrict itself to material things, to places and to memories. We fail to take cognizance of the people themselves who have given so generously of their culture and who still live among us. Not only is there a dearth of gratitude to these people on our part; even worse, in many instances, we can detect an attitude of prejudicial unconcern.

The largest minority group enrolled in the schools of California consists of students of Mexican extraction. It would not be a true statement to say that we as teachers are overly indifferent to this body of students. But we do fail to recognize that they bring up special problems and that they possess special potentialities.

Cultural Orphans

The home life and environment of the Mexican student follows a rather definite pattern — second-class housing, large families, and restrictive financial facilities. In varying degrees, there is a feeling of not belonging to the group. Each generation finds itself more and more removed from its original cultural heritage while assimilating steadily more and more of the American way of life. This transition is now at about the half-way mark, with the deplorable result that the state's Mexican population are cultural orphans, belonging neither here nor there. This contributes to a psychological feeling of insecurity which is understandable.

It is also important to realize that bilingualism is both an asset and a drawback. Many of these youngsters encounter difficulties in English self-expression, while at the same time they speak only an inadequate and woefully battered Spanish.

The Mexican student is endowed with a storehouse of valuable attitudes. The teacher-counselor needs to recognize and use them. The closely-knit family life of the Mexican student, the absence of pampering at home, and his obligations to his family, all make for a more mature sense of the rewards and difficulties of adult living. In most cases, money earned is not for the student's free and unlimited use, but rather it is turned in to the family fund. The harmony, devotion, and mutual help to be observed in a large Mexican family is indeed exemplary and inspiring.

From an early age, the Mexican student has usually had close affiliation with the Church and has seen manifestations of its influence in his home. The counselor can often receive valuable help from local religious leaders in dealing with adjustment problems which may arise.

The Onus of Ignorance

The Mexican student bears the onus of fallacious and unscientific opinions about Mexicans in general. This arises from a lack of understanding on the part of non-Mexicans. Having a last name which is unmistakable in origin, any unfavorable publicity about one Mexican casts its shadow over them all. Thus, if a newspaper headline reads "Francisco Perez Booked on Burglary Charges," it is evident at once that the culprit is Mexican. The same headline reading, "Alfred Franklin Booked on Burglary Charges" is in no sense a betrayal of Franklin's nationality.

The Manana Legend holds that the Mexican is lazy and puts off until tomorrow everything that should be done today — that his whole life is geared to manana. This long-lived misconception is more remarkable for its persistence than for its substance. Let's examine it in the light of facts:

The Mexican does not like to buy life insurance because the future represents an incomprehensible irreality.

Installment buying makes up but a small percentage of Mexican commerce. The Mexican government finds difficulty in promoting its National Savings Bonds and therefore resorts to paying double the original cost in ten years to make them attractive. The Mexican girl has no hope chest. There is no grain market nor stock market in Mexico — it takes a considerable interest in the future to gamble in these markets. Mexican popular songs deal with the past and present — never with the future as many of ours do.

In counseling our students, we need remember that there is a carry-over, in some degree, of the Mexican's interest in the past and present — not in the future — from the philosophy of Old Mexico. We can also help our students understand and evaluate the good things in the past which are to be used to best advantage in the present in order to build firm foundations for the future.

HERE are some concrete suggestions for better counseling of Mexican students:

1. Take a friendly interest in your Mexican students and in their background.
2. Be complimentary. Pronounce their names correctly. When going over a record card, it will make the youngster proud if you can say something like this: "Maria, I see that your parents were born in Michoacan. What a beautiful state that is! Have they ever talked to you about its capital, Morelia?"
3. Encourage these students to take Spanish — to learn to read it and write it accurately, and to develop an esteem for its value and beauty.
4. Ask to visit in Mexican homes. Don't "drop in," as this may result only in embarrassment.
5. Acquaint yourself with the Mexican clubs and leaders in your community. One state-wide association is the *Comite Mexicano de Beneficiencia*. Many Mexican boys belong to CYO groups.
6. Compile lists and information on bilingual jobs and professions — foreign service, export-import, labor contracting, teaching (what a travesty that we do not have more Spanish teachers of Mexican descent in our schools!) and point out the advantages of Spanish in the professions.
7. Avail yourself of help and information supplied by alert Spanish teachers. They understand the Mexican student's problems and also the difficulties of the counselor.
8. Make strong recommendations to scholarship award committees for Mexican students. Such committees are eager for outside opinions.
9. "Pull wires" to have these students run for school offices.

WITH these ideas in mind, let's not only feel pride in California's Spanish-Mexican heritage — let's nurture and honor the people who have bestowed it on us.

USING COMMUNITY RESOURCES

IN THE SCHOOLS OF STANISLAUS COUNTY

By Harold C. Francis, Director, Audio-Visual Department,
Stanislaus County Schools Office, Modesto

REALIZING that there are countless potential, extra-classroom learning experiences within easy reach of almost every school group, the Stanislaus County Schools staff, with the leadership of Superintendent Margaret L. Annear, recently launched a program to bring to the attention of teachers and administrators the many untapped resources in their neighboring communities.

The staff feels that being aware of and utilizing these resources will help schools conduct an educational program which is responsive to the needs of the individual child and which contributes toward his satisfactory adjustment to and assimilation into his total environment consisting of the home, school, and community.

The program was officially inaugurated in 1948 as an audio-visual workshop during the Fall Teachers Institute. Dr. George Ormsby, consultant for the Audio-Visual Division of the State Department of Education, was invited to direct the workshop. The purpose of the workshop was to explore local resources and report the results to the teachers of the county.

A group of geographically-selected teachers met and planned their procedures before going out to survey the agencies and institutions in their various communities. The group decided that the following general information be recorded for each agency.

*Name, address, function of agency.
Brief factual description.
Date of contact.
Services available.
Suggested problems and activities.*

This series of 6 photographs shows a group of Stanislaus County teachers on an excursion to the Tracy Pumping Plant of Central Valley Project. R. A. Midthun, district information officer of the U. S. Bureau of Reclamation, conducted the tour; Mrs. Edna Stewart, principal of the Northmead School, Patterson, California, made the arrangements for the trip.

Above — Part of group looking down toward a lower floor.

Center — Group watching installation of a pump; pump-shaft at the right weighs 5 tons.

Below — Getting a closer view of the Inlet Canal.

Survey of 100 Agencies

After nearly 100 agencies and institutions in the county were surveyed, a sheet for each contact was mimeographed. These sheets were put together, along with an introduction to teachers and a classified index, to form a booklet entitled Utilization of Community Resources. The County

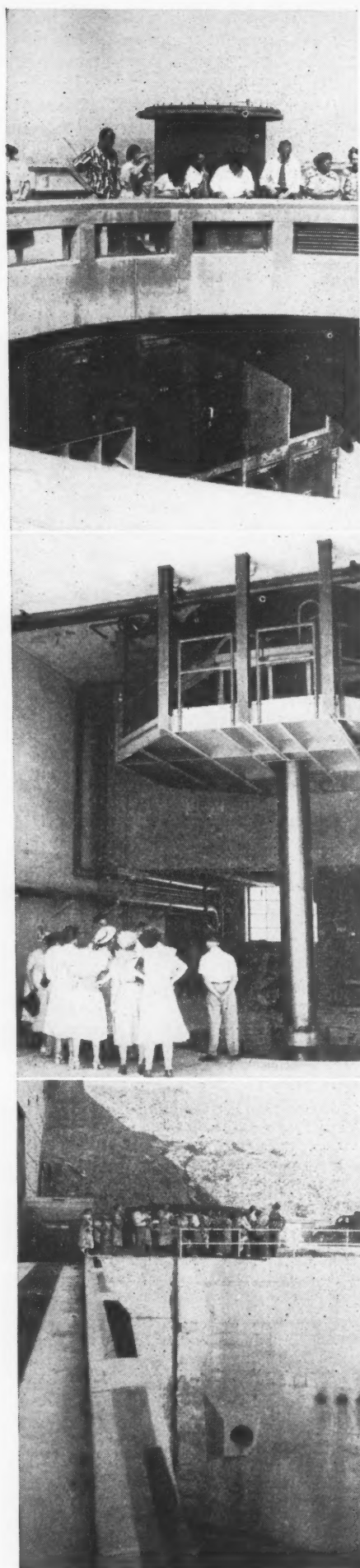
Community Resource Survey Outline

Name:
Address:
Communicate with:
Phone number:
Date of Contact:
Function:
Brief Factual Description:
Affiliation:
Services Available:
Excursion
Time Required:
Season Preferred:
Day of Week Preferred:
Notification in Advance:
Number of Pupils Accommodated:
Number of Parents Required:
Transportation: (Parking, bus lines, etc.)
Remarks: (Rest rooms, clothing, etc.)
Exhibits
Films
Flat Pictures
Printed Material
Speakers
Area or Community Served by Organization:
Suggested Problems
Suggested Activities

Schools Office staff mailed one of these booklets with a letter of appreciation to each of the agencies and to each of the schools of the county. Teachers found the booklet quite helpful in aiding them in their selection of field trips. Since the publication of the booklet, some of the teachers who have taken excursions not listed in the booklet have made a similar report; these will later be included in a supplement.

Key Teachers Invited

In the spring of 1950, other key teachers were invited to help the County staff plan and conduct a series of field trips during the Fall Teachers Institute in September. The theme of the Institute was to be the Conserva-



tion of Human and Natural Resources. The committee planned several field trips in the area of conservation for the purpose of providing background for teachers and acquainting them with local resources. Each committee member took complete responsibility for planning, making arrangements for transportation, publishing an information sheet, and conducting one or more of the trips. Members of the County staff took charge of sending out a bulletin of information about the excursions and registering those teachers who planned to take each trip.

How To Do It

On the first morning of the Institute in September, a panel composed of a parent, a trustee, an elementary administrator, a secondary administrator, a teacher in a small school, and a teacher in a large school presented to the county teachers a discussion about the value and techniques of skillfully conducting excursions. The field trips were taken each afternoon following a morning session on a similar topic. The trips that were too long to be conducted in one afternoon session were taken on Friday. The schedule on Page 14 indicates the committee member conducting each excursion and the number of participants in each:

Most teachers participating in these excursions praised them highly and expressed an interest in taking their own class to many of the places.

In an effort to give the program additional impetus, the County Superintendent issued to trustees, administrators, and teachers a publication of suggestions for conducting field trips and handling the administrative details involved in making excursions.

THE Stanislaus County Schools staff feels confident that through the accelerated program of utilization of community resources more and more children of Stanislaus County will have meaningful experiences that will enable them to become better acquainted with their communities and better adapted to their total environment.

Above — Mr. Midthun (facing camera) orienting the group and outlining the tour.

Center — Looking toward the Inlet Canal; 100-ton gantry crane for hoisting and lowering pumps and motors is shown to the right.

Below — Dr. Ormsby and a group of Stanislaus County teachers making a survey of a local bakery in September, 1948.



Name of Trip	Person in Charge	Participants
Tuesday, P.M.		
Shell Laboratory	Paul Clay	140
Ken Dor Rock Roost.....	Mrs. Dorothy Keck	84
Junior College Campus Science Trip.....	James Porter	68
County Soil Types and Products, Contour Farming....	Henry Helt	10
CVP Tracy Pumping Plant.....	Mrs. Edna Stewart	25
Wednesday, P.M.		
Junior College Campus Science Trip.....	James Porter	40
Modesto State Hospital.....	Fred Beyer	240
Sewage Disposal Plant, Health Department.....	L. C. Burt	20
Welfare Department.....	Joseph Howard	50
Thursday, P.M.		
Junior College Campus Science Trip.....	James Porter	45
Irrigation Systems.....	Mrs. Marie Boothe	36
Egg Laying Experiment Station.....	William Sipes	13
CVP Canal Construction, Gustine.....	Mrs. Edna Stewart	20
Dryden's Poultry Farm.....	Mrs. Velma Zellman	20
Grange Feeding Experiment Station, Turlock.....	Walter Caldwell	20
All Day Trip, Friday		
San Juan Mission.....	Mrs. Julia Mayfield	10
Fish and Game Refuge.....	Mrs. Kathryn McClenahan	14
	Margaret Rasmussen	

RADIO—A Tool for Teaching

By Ross Hancock, Supervisor of Radio Education, Los Angeles City Schools

DO you remember last September when the last days of summer were hanging hot and sticky outside your classroom window? Do you remember how hard it was to concentrate on the language lesson because mentally you and the children were outside the school wandering by cool, deep water? The problem then was: How can I make English grammar interesting? Do you know the answer? It is Radio! Try it!

Ask your children to tell you about their favorite radio programs. Have you often wondered to what programs children listen? Then try a poll. Suggest headings under which they can group their favorite programs. You probably will find that many of them listen to quiz programs.

Discuss Quiz Shows

Discuss the quiz shows they hear. Talk about the subject of the questions, how the program is conducted, and how points are scored. By this time someone will ask if they might have a quiz show, or if they haven't, then invite them to write a quiz show.

Now appoint committees. Let them work out the scoring details, the pres-

entation of questions, the casting of the show, and the writing of the questions.

You help by suggesting sources for questions. Don't hesitate to put in a plug for the dictionary. Soon someone will shout out, "I can't find Kalamazoo in the dictionary!" Bing! Before he can close his mind you have taught him to use the dictionary or a table of contents!

It's A Game

The quiz show was selected to start the enjoyment of radio, because children are already interested in quiz shows. They have established the habit of listening to this type of show. Second, the quiz show is a game. It needs little stimulation before it will be accepted. Third, it is something they can participate in. Fourth, it is easily performed in your classroom.

Now, go back to some of the questions raised while they were mentioning their favorite radio shows. Discuss where radio programs are listed in our newspapers and where they can find programs not listed in the newspapers. Like the good magician that a teacher is, you will produce

a Radio Mirror Magazine and a broadcasting schedule from a broadcasting company. Since they will insist upon writing for a program schedule, don't disappoint them. Teach the rules for writing a business letter.

Does your class give book reports? Then why not read them to a radio audience, or better yet, dramatize them, write scripts. This is the golden opportunity for practice of word usage, run-on sentences, correction, rules of punctuation, and spelling.

What would be more natural than substituting original stories for book reports? Don't dramatize all the stories. Let the class pick the best for a dramatization on the radio.

Try Riddles

Do you like riddles? Then try to guess who I am: I roared a pony through the town. I stuck a feather in my cap and called it macaroni. That's right, I am Yankee Doodle! Children love this type of game. A discussion of a few of the current radio shows that use this game should stimulate a desire to produce one of their own like it. If they are going to talk, they should first learn the standards for talks. You teach it now!

I know you like old jokes, but—stop me if you have heard this one! "What kind of paper should I use to make a kite?" says one moron. "Fly paper," answered the other moron. Silly, isn't it, but writing these involves the use of direct quotation marks, and what we enjoy we remember!

There are many more ways to enjoy the radio in school. By the use of radio in your classroom you have taken the first step in a well-organized language program; stimulating children to talk and write so that the introduction, application, and practice of the language skills fit naturally into what they talk and write about.

My Suggestions

READERS of this magazine are cordially invited to send suggestions and comments to the Editor.

Address CTA Journal at 391 Sutter Street, San Francisco 8, California.

On attached sheet are my suggestions.

Name.....

School Position.....

Address.....



YOUR STATE DEPARTMENT OF EDUCATION

I. DIVISION OF INSTRUCTION CONFERENCE

THE second annual conference of the Division of Instruction in the State Department of Education was held in Sacramento on January 3, 4, and 5. Dr. Jay D. Conner, Associate Superintendent of Public Instruction and Chief of the Division, reports that over 100 members of the consultant and advisory staff were present, and that representatives of other divisions in the Department brought the total attendance to 120.

The themes for the conference were defined by Dr. Roy E. Simpson in a review of the major policies of the State Department of Education, and in a statement of objectives, problems and attitudes that confront workers in public education in California as they plan for the years 1951-52, and 1952-53. Some of the major points he emphasized in his address, which was entitled "Looking Ahead," may be summarized as follows:

A World Crisis

"All of our actions in the immediate future must be planned and carried forward with the recognition that we are in a period of world crisis and national emergency. The education of our children and youth must be continued as an essential service. It is recognized as such by the people, and to a notable degree by our military leaders. But the California Public School System, especially the state colleges, junior colleges, high schools, and the adult and vocational education elements of the System, must be prepared to expect demands for many additional services to our communities and defense organizations. Our resources in the junior colleges, for example, have recently been surveyed, and we can assure the people of the state that if a full-scale program of special training is required, these facilities will be available. . . .

"Practical measures for the protection of public school children in case of disaster are of the first importance for all personnel. . . .

"It is a major objective of the Department of Education to maintain the state's program of financial support of the Public School System in step with the rising costs of operation, and with the extent of educational services required by the people of our communities for children, youth and adults. . . .

"Another major objective of the Department is that the state shall maintain its

policy of participating in the provision, or loaning, of funds for the construction of adequate schoolhousing, in areas where local resources are insufficient to meet local needs. . . .

"It is an objective of the Department to work closely with the California Teachers Association in securing and retaining an adequate supply of well qualified and trained teachers. We have made good progress in this objective during the past two years. But we still face shortages of elementary school teachers and vocational teachers in the secondary schools. As our national defense programs develop, the danger of manpower shortages in other services, including the schools, can be a serious problem. . . .

"It is important that we make progress in the coming years in defining more clearly the responsibilities of the public school for child welfare and youth welfare. Areas of responsibility that properly belong to home, church, community and other public agencies, need to be more firmly set forth. . . .

"The Department's experiences in administering a state Child Care Center program will be valuable in the next few years, as defense industries increase their demands for manpower, and as they call more women into industry. We have accepted this responsibility on the basis that it has been assigned to us temporarily, by the Legislature. There is no doubt that there is a constant need for such service in some California homes. It is not fair to the people who need it to continue it indefinitely on a year-to-year basis, with confusion and demoralization at the end of each year. The work of the staff people who have been employed in the state administration and the local centers has proved that Child Care service can be soundly handled as a public education service. . . .

Strengthen Public Relations

"Among our problems, one of the most urgent is the need to strengthen the public school's public relations. If we do not combat more effectively the misunderstanding and destructive criticism that have been fomented in several areas of California, we shall find our work seriously hindered. Misconceptions of the program and service of public education, if permitted to grow unanswered and uncorrected, can become a very dangerous impediment to the continuing development of the program that it is our duty to work for. . . .

"Our attitude can only be one of firm confidence in our program. Let us not be hesitant to affirm the great success that has

been achieved in the Public School System of California through the faithful efforts of many men and women, in preparing millions of youth for a citizenship that demonstrates both generous patriotism and readiness to participate constructively in California's many productive enterprises."

II. Homemaking Education Appointments

The Superintendent of Public Instruction has announced the appointment of Mrs. Dorothy M. Schnell of Santa Barbara as Chief of the Bureau of Homemaking Education in the Department. A member of the faculty of the Santa Barbara College of the University of California since 1942, Mrs. Schnell has served as head of the homemaking education teacher training program for the College.

Mrs. Schnell's Record

A native of Kansas, and a graduate of Kansas State Teachers College in home economics, Mrs. Schnell holds a master's degree in homemaking education from the University of Minnesota. She has conducted and supervised homemaking education programs in public high schools, and teacher training programs in several colleges, including North Dakota Agricultural College and Texas State College for Women. She was resident supervisor of student teachers at the Texas college, and served for a year as research assistant in homemaking education at the University of Minnesota before joining the Santa Barbara faculty. She is author of "Characteristics of Adolescents."

Mrs. Schnell succeeds Mrs. Bertha Akin Gregory, who resigned from the position on June 19, 1950. The State Homemaking Bureau, which receives federal support under the vocational education acts of Congress, is responsible for supervision of homemaking education programs in California secondary schools, and participates in the training of teachers for the program.

Other Transfers

DR. Simpson also announced the appointment of Miss Maurine Vander Griend, who has served as director of the homemaking education program in Monterey City Schools and Junior College, to the position of regional supervisor for the Bureau in San Bernardino. Miss Mildred Huber, State Supervisor of Homemaking Education for the State of Nevada, was appointed to the position of special supervisor of homemaking education. The State Superintendent reported that Miss Huber has been assigned to serve as state advisor to the Future Homemakers of America, the organization of secondary school girls, with which she has worked with notable success in Nevada.

Miss Eether Scofield, regional supervisor currently serving in the San Bernardino area, will be transferred to Berkeley, and Miss Kathleen McGillicuddy, now serving as regional supervisor in Berkeley, will be assigned to the Sacramento regional office.



MUSIC AND THE AMERICAN FAMILY

1750-1950

Week of February 2

The Early 1900's

Week of February 9

Down Town Saturday
Night

Week of February 16

Via Canal to the Pacific

Week of February 23

Home from "Over There"

Week of March 2

Sounds of the 'Twenties

Week of March 9

Pioneers of a New Era

Week of March 16

New Decade—
New Destiny

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Local Associations Urged to Plan Early For NEA Convention

By Myrtle Gustafson, Chairman, NEA Convention Planning Committee

ALL of the CTA committees are busy with preliminary plans for the San Francisco NEA Delegate Assembly, following a meeting of committee chairmen with Dr. Karl H. Berns of the NEA staff in December in San Francisco. Walter Swanson, Virginia Worth and Marion Keller of the San Francisco Convention and Tourist Bureau also attended this meeting. The NEA Delegate Assembly will be held on July 1-6.

Dr. Berns expressed great satisfaction with the preliminary plans of CTA committees, the fine cooperation and support of the host city's school staff headed by Dr. Herbert Clish, and the help offered by the San Francisco Convention and Tourist Bureau and the CTA staff.

The Planning Committee appreciates the many offers of help from local associations and affiliated groups. These suggestions are being referred to the various committee chairmen.

A letter of general information about the NEA convention is being sent by the NEA State Directors, Vera Hawkins and Myrtle Gustafson, to presidents of local associations and to superintendents of school districts.

The most important task at present is for each group to elect delegates to the convention and to send these names as soon as possible to the CTA office. In this connection it is hoped that California will increase its total NEA membership by at least 5,000 and that each local association will elect its full quota of delegates.

Fifty Cents From Every Teacher

Dr. Oscar E. Anderson and Dr. Arnold E. Joyal, co-chairmen of the Finance sub-committee, have organized a plan for the collection of funds through the sub-committee in each Section of California Teachers Association. The amount needed will approximate 50 cents per CTA member, but collections are being made by local and county associations.

Local associations should make hotel reservations for their delegates as soon as possible. The Palace Hotel will house all state headquarters, NEA staff members, presidents, executive secretaries, and NEA directors of state associations. Delegates should make reservations in other hotels by writing to the NEA Housing Bureau, Civic Auditorium, San Francisco. The complete list of San Francisco hotels appears in the January issue of NEA Journal.

CTA RESEARCH DEPARTMENT COMPLETES SALARY SCHEDULE STUDY

THE CTA Research Department has announced the completion of its biennial survey of salary schedule practices in California school districts for 1950-51. The report, "CTA Research Bulletin No. 27," also includes representative California teacher salary schedules now in use. The selection was made from more than 265 salary schedules submitted by school districts for analysis.

Bulletin No. 27 parallels the material reported in CTA Research Bulletin No. 2, published in September 1948. Trends in salary schedule practices are given in the more recent study. Bulletin No. 27 has been sent to all administrators and teacher groups; it is also available, upon request, to any CTA member. The bulletin should be of great value to administrators and local salary committees.

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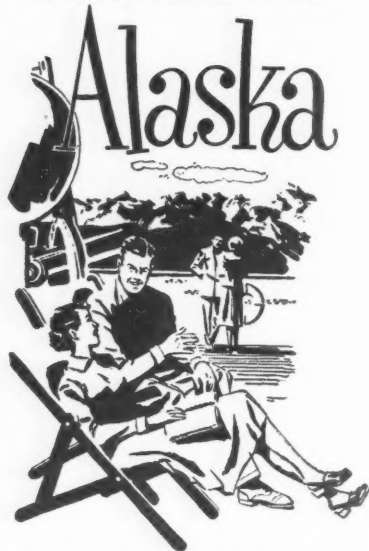
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You Can Teach Abroad

By Stella Larson,* Teacher, Hayward Union High School, Alameda County

IF you have a dream of making travel pay, why not apply for a teacher's job in a foreign country? "I've always wanted to go to South America," I often hear people say, or "How could I go about getting a teaching position?" others, somewhat adventuresome, ask. So here are instructions:

Write to the American Council on Education at 744 Jackson in Washington, DC. Include with your letter, too, everything you would if you were to enroll in the usual teacher placement office in the United States. Dr. Roy Tasco Davis will process your application.

"Must I know Spanish in order to teach in South America?" is another frequent question. The answer is "No! You teach the usual subjects in English. The students know English

to one degree or another. One need know no Spanish at all to go to South America; but, some knowledge of Spanish will make life outside of school 100% more interesting from the beginning!"

"But can one live on the low salaries offered in South America?" is another pertinent question.

"You are taking the South American salaries and thinking in terms of United States cost-of-living," I reply to such inquiries. "I taught there two and one-half years, at the equivalent of \$60 to \$100 a month. My salary covered my living expenses and I actually traveled widely, too!"

Then, there is the decision about denominational or non-denominational schools. One good American grade and high school in Buenos Aires, although denominational, derives faculty from all faiths. No religion is taught the students. If you prefer a non-denominational sponsored school, there are those, too.

The far-sighted teacher wants to know what type of living accommodations are provided. At some of the schools you find large, modern teacherages. At others you seek your own living quarters. This gives you an opportunity to live with a foreign family and thus to savor the true flavor of the country.

*I had a leave of absence from the Hayward Union High School from January, 1948, to August, 1950, and taught in Buenos Aires two school years and in Bolivia at the town of Oruro, 40,000 population, for six months. The Buenos Aires school opens in September of next year; the Bolivian school opens in March.

The school year in some of the American schools in South America parallels the school year in the United States schools; while the school year in others parallels those of the government schools in the country where they are located, which may be February, March, or April. — Very truly yours, Stella Larson.

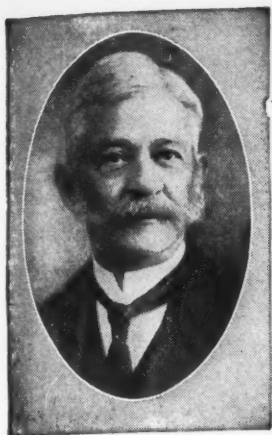
CLASSROOM TEACHERS REGIONAL CONFERENCE

THE annual Southwestern Regional Conference, sponsored by the NEA Department of Classroom Teachers, will be held in Denver, in the Cosmopolitan Hotel, on March 16-17. The conference is being planned by Mrs. Nell Wilcoxon of Phoenix, Arizona, the Regional Director; the conference theme will be "Individual Responsibility — United Success."

Registration will begin at 2 p.m. Friday, March 16. The program at the first general session will consist of the roll call of states, introduction of state department presidents and advisory council members, and report of NEA activities.

On Saturday morning, March 17, a breakfast for state presidents and advisory council members is being planned. The remainder of the conference will be devoted to discussion groups to consider problems confronting the profession. An organization clinic will be held to discuss local association problems, including such topics as affiliation with the state and national associations, local responsibilities in regard to unified dues, and democratic participation in school administration. The program will include addresses by Mary Virginia Morris, President, and Hilda Maehling, Executive Secretary, NEA Department of Classroom Teachers.

This conference is designed for the training of local leaders, and many educators from the Southwestern Region will participate. States included in the region are: Arizona, California, Colorado, Nevada, New Mexico, Utah, and Hawaii.



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PANSY JEWETT ABBOTT HONORED

PANSY JEWETT ABBOTT of Redwood City, who recently retired as San Mateo County Superintendent of Schools, completed 25 years of active and valuable service on the CTA State Council of Education. The Board of Directors of the Association, at its Los Angeles meeting, unanimously voted to send a cordial letter of appreciation to her for her outstanding services in and contributions to the cause of Education. She is nationally recognized as one of the leading schoolwomen of California.

RECREATION CONFERENCE

AT San Diego, February 13-16, the third annual California Recreation Conference will be held, co-sponsored by California Recreation Commission, California Recreation Society, and National Recreation Association. U. S. Grant Hotel will be conference headquarters; conference office, general and special sessions at Balboa Park Conference Building.

The conference will focus its attention on the general subject of mobilization and recreation. Attention will be given to the place of recreation agencies in civil defense, off-post recreation for the armed forces, special programs for war industry workers, and the contribution of recreation to the emotional stability of children and youth in the mobilization. General session speakers are:

Dr. John A. Bartky, Professor of Education, Stanford University.

Dr. Frank F. Tallman, Director, State Department of Mental Hygiene.

Dr. A. S. Raubenheimer, University of Southern California.

Homer C. Wadsworth, Executive Director, Kansas City Association of Grants and Foundations.

Robert B. Coons, Vice-President, American Potash and Chemical Corporation.

For full details address Buford Bush, Conference Manager, State Recreation Commission, 909 1/2 Eighth Street, Sacramento.

Mr. and Mrs. Jehiel S. Davis of Van Nuys recently spent a week of vacation in the Hawaiian Islands. They stopped in Honolulu at the Royal Hawaiian and at the Naniloa and Kona Inn at Hilo and Kailua respectively. They took in all of the usual sights in Oahu, Maui, and Hawaii, of course, including pineapple packing, coffee mill, poi factory, sugar cane, a hukelau and other local programs.

Mr. and Mrs. Davis collected interesting pictures of the islands, including the great lava flows of June, 1950, which they found still hot in December.

Mr. Davis is a teacher in Canoga Park High School and 30 years a member of CTA, which he has represented at conventions in Minneapolis, Philadelphia, Oxford, England, and Nice, France. He also operates a travel service and has conducted 15 European and 12 Latin American tours.

MATHEMATICS TEACHERS

TWENTY-NINTH Annual Meeting of The National Council of Teachers of Mathematics will be held in Pittsburgh, Pa., March 28-31, at Hotel William Penn. The program is arranged to serve all teachers of mathematics from elementary through college, to help them to improve their teaching.

Among the more than 100 participants on the program are national leaders in mathematics education, people from allied and applied fields, teachers, supervisors, and administrators, a program of sufficient variety to appeal to all teachers of mathematics.

For further information write to H. W. Charlesworth, President, National Council of Teachers of Mathematics, 1201 Sixteenth Street, NW, Washington 6, DC.

APPLY NOW FOR SEYMOUR AWARDS

COUNSELORS and Advisers of high school Seniors please note: Applicants for the Seymour Memorial Awards of the California Scholarship Federation should send in all the necessary material early in February. There are four awards, a \$500 first prize to a girl, a \$500 first prize to a boy, and two second prizes of \$250 each.

No school may enter more than one boy and one girl as candidates for the awards; to be eligible an applicant must have earned the gold lamp pin of the California Scholarship Federation.

For further information, ask the CSF adviser at your high school, or address the chairman of the Seymour Memorial Award Committee, Ruth E. Lee, Lemoore Union High School.

California School Supervisors Association announces for the second year, the Helen Heffernan Scholarship; a gift of \$300 and a loan of \$1,000, available in addition to the gift. For complete details and application forms address Miss Mercedes Erro, secretary, California School Supervisors Association, c/o San Luis Obispo County Schools, Room 102, Court House, San Luis Obispo. Application forms must be received not later than April 1.

PUERTO RICO TEACHERS

A 4-PAGE letter was recently received at CTA headquarters from officers of Puerto Rico Teachers Association, relating to the patriotic stand in behalf of law and order taken by that association during the fall riots there. The Puerto Rico Teachers Association is to be commended for its constructive stand in behalf of civic righteousness. The Association had a very important part in quelling the gangsterism which had attempted to dominate the forces of public order. Officers of the Association are Virgilio Brunet, president; Lewis C. Richardson, vice-president; Jose Joaquin Rivera, executive secretary.

March 1 is closing date for applications for fellowships and scholarships for study abroad, 1951-52. The required forms with complete credentials must be filed at the Institute of International Education, 2 West 45th Street, New York 19, N. Y. This refers only to opportunities under IIE auspices. A complete list of international fellowships and scholarships will be found in the handbook, Study Abroad, published by Unesco; available for \$1.25 from Columbia University Press, New York 27, N. Y.

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HONORING EZRA E. SMITH

COMPLETING 50 years of service in public education, Ezra E. Smith, Riverside County superintendent of schools, was recently eulogized at a banquet given in his honor by the teachers, principals and school administrators of Riverside County. The principal address was made by Nelson S. Dilworth, State Senator for Riverside County and a member of important Senate committees, including the Committee on Education.

In the course of Senator Dilworth's inspiring address, he recounted Mr. Smith's 5 years of service in Indiana, 3 years as principal of Elsinore Elementary School, 17 years as principal of Irving Elementary School, Riverside, and final 24 years as Superintendent of the county schools. Following are several brief excerpts from Senator Dilworth's speech:

"Mr. Smith's biography is as typically American as his own character and spirit. More than 50 years ago he began teaching in rural Indiana at \$40 a month.

"Here in Riverside County we have one of the best patterns of school district organizations in this state. It is not perfect, but it is good. It has been accomplished gradually through the years by Mr. Smith by popular education and persuasion, without uproar or major strife.

"Five times he has been re-elected without opposition.

"Love of children, the compelling force in Mr. Smith's heart, has been a strict taskmaster, more compelling than law or rules.

"The years of active service are about to cease. As at the end of a beautiful song, the echoes of his life will come and go until they die away in the distant years; but, like the sweet melody of the song, the memory of our associations with Ezra Smith will linger in our hearts forever."

A CLASS ADOPTS A SHIP

By Fred Rohrs, Instructor, and Supervisor Of Child Welfare and Attendance, Ontario School District, San Bernardino County

SOMEWHERE off the northwest coast of South America, the big American cargo liner S.S. Mormacsun is plying her way toward Buenos Aires. With her on the long voyage ride the hopes and friendly imaginations of 37 Ontario boys and girls from Mrs. Betty Christian's 5th and 6th grade classes of Grove School, of which Mary Peters is principal.

By special consent of A. P. Smith, manager of Moore-McCormack Lines, Los Angeles, the class has "adopted" the 3½-million-dollar ship. And in the children's book—that means the Mormacsun is theirs!

The youngsters self-designed Adoption Certificate, replete with gold seal, plus their school's red and yellow ribbons, is currently displayed in their classroom, while an identical copy is prominently posted in the passenger lounge of the big ship. Judging from a letter the class just received from Captain Whilden, it's a toss-up as to which group cherishes the certificate more—the Grove Streeters or the Mormacsun's crew and officers. Signators to both copies were: Captain Whilden; Mary Peters, principal; Mrs. Christian; and Mary Odle, class president.

Negotiations relative to the adoption went forward for several weeks between Mrs. Christian, the shipping company, and the Mormacsun's commander, Captain

W. R. Whilden. The Ontario teacher conceived of the idea as a means of stimulating interest and motivating learning toward the study of South America.

School children, like teachers, learn faster when they are truly interested in their subject. Fresh interest and zest have indeed been injected into the study of South America, according to Mrs. Christian, who says the children are learning spelling, geography, and reading at an accelerated rate now that they have gained a personal, direct interest through their connection with the Mormacsun.

Posted on their bulletin board, alongside enlarged photos of the ship and its commander, is a large map of South America. As the vessel proceeds on its southward journey, the students pin a special "house flag" on the map to mark its progress.

Not only is geography thus learned in a functional manner, but the imports, exports, and customs of the people are studied as their ship makes its ports of call down the South American coast.

Ports of call to be visited on the voyage include: Balboa, Canal Zone; Cartagena, Colombia; Curacao, N.W.I.; La Guaira, Venezuela; Port of Spain, Trinidad; Rio de Janeiro, Brazil; Santos, Brazil; Montevideo, Uruguay; and Buenos Aires, Argentina.

In appreciation of "bon voyage" letters sent to him in Los Angeles by the class, Captain Whilden is reporting in a weekly news-letter from each port of call. He further promises to include foreign stamps, coins, and newspapers of interest.

In March, after the Mormacsun has returned to California, will come the most exciting experience of all. The students have been promised a personal visit to Ontario by the ship's commander, and arrangements may be made for a class visit to the Mormacsun itself!

We quote from Captain Whilden's recent letter to the class:

"You may be very sure I will visit you when the vessel calls in port next March. I do want to meet each one of you, and thank you individually for your fine 'bon voyage' letters. I am real proud of those letters. They were interesting, nicely written, and will have a permanent place in the files of this great ship.

"We may even dream of a possible visit to your ship some day. You are not too far away. In the meantime, keep happy and try and make me proud of your school work.

"Cordially,

"W. R. Whilden, Master."

Mrs. Christian, like all Ontario elementary teachers, is dedicated to teaching the 3R's. Adopting the S.S. Mormacsun, she attests, has made that task pleasant and meaningful.

SUNOL SCHOOL WINS AWARD

SUNOL Elementary School, near San Jose in Santa Clara County, was one of 51 schools in the United States to win the Freedom's Foundation Award.

Freedom's Foundation is a non-profit, non-sectarian and non-political organization founded "To encourage and reward Americans for their efforts to preserve and extend The American Way of Life—To Create and Build an Understanding of the Spirit and Philosophy of the Constitution and Bill of Rights—To inspire Love of Freedom."

The awards were presented to the schools

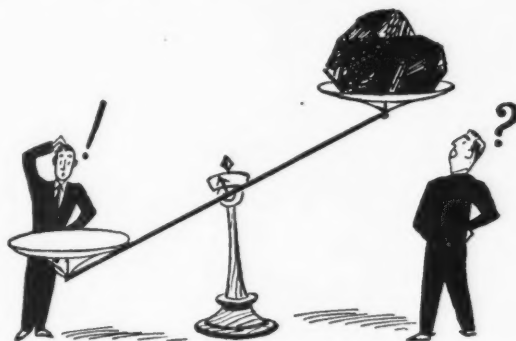


Q Here's a "true or false" question on King Coal's origin. Both coal and diamonds are the products of trees.

☐ TRUE

☐ FALSE

A TRUE! Coal and diamonds were formed in the earth by the decaying of vegetation several hundred million years ago. Pressure and heat within the earth's surface hardened them into their present form—with diamonds being the result of greater heat and pressure.



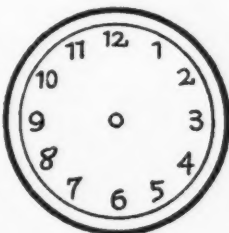
Q What do you think about this statement on mine ventilation? In a single day, the air blown into a modern mine weighs more than the coal taken out.

☐ TRUE

☐ FALSE

A TRUE—only more so! As a matter of fact, giant fans, with blades turning up to a mile a minute, send 6 tons of fresh air to workmen in every corridor of the modern mine for every ton of coal taken out.

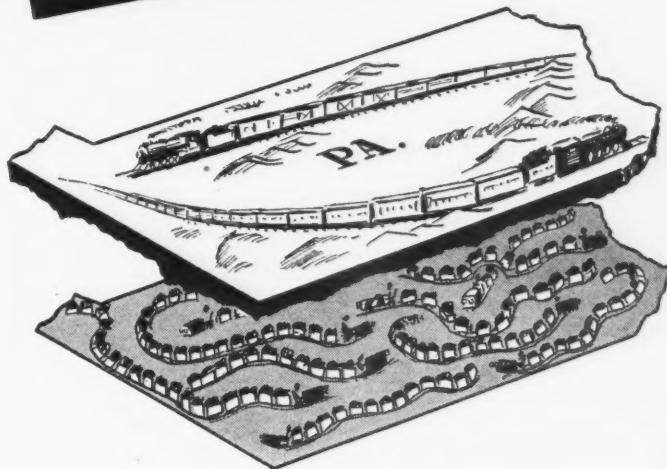
Q Miners get paid for an eight-hour day, but do you know how many hours they *actually* work? Draw in hands on the clock to indicate your answer. For example, eight hours would be 8 o'clock.



A The answer is six and a half hours, so your clock should be at 6:30. Miners get a half hour off for lunch and spend an average of an hour a day traveling between the entrance gates of a mine and the underground face of a coal seam. They are paid for all this time.

What do you know?

A QUICK QUIZ ON BITUMINOUS COAL...
THE ANSWERS TO WHICH MAY
SURPRISE YOU AND YOUR PUPILS



Q True or false—there are more miles of railroad track beneath Pennsylvania than aboveground.

☐ TRUE

☐ FALSE

A TRUE! Pennsylvania, with so many coal mines, each honey-combed with mine railways, has more miles of railroad track underground than aboveground. Mine railroads haul about 85% of the bituminous coal mined underground in America. Modern underground railroads together with conveyor-belt systems have kept pace with the great increase in coal production due to modern mining equipment.

Free Booklet!

The questions and answers above are only four of many in our fascinating new booklet—"King Coal Quiz." Write for your free copy today!

BITUMINOUS COAL

BITUMINOUS COAL INSTITUTE

A DEPARTMENT OF NATIONAL COAL ASSOCIATION

WASHINGTON, D. C.

for their citizenship programs and for teaching the fundamental freedoms of the American Way of Life. The schools were selected from nationwide nominations by a 21-member jury composed of State Supreme Court Justices and other distinguished Americans. The schools ranged from rather small schools like Sunol to city systems and from elementary through high schools.

The award included an all-expense trip for a faculty member and student to Philadelphia and Valley Forge, plus honor medals and a "freedom library."

Principal C. H. Kast and Sherilyn Ayles-

worth, an honor student of the eighth grade, represented Sunol and were accompanied by Mrs. Kast. They spent two days in New York — including several hours at the Statue of Liberty; then three days in Philadelphia spent among the historic shrines which included Independence Hall, the Liberty Bell, Congress Hall, the Betsy Ross House and many other shrines.

They left Philadelphia for Valley Forge and the Awards Ceremonies and then a tour of the Valley Forge Park and the battlefield with its many monuments.

They traveled on to Washington, D.C.,

and as guests of Congressman Jack Anderson they visited Mt. Vernon, Arlington cemetery and the Tomb of the Unknown Soldier, a tour of the National Capitol, Washington Monument, the Congressional Library, where they saw the original Declaration of Independence and the Constitution and many other important documents.

After three days in Washington they left for home, with a pleasant stopover in historic New Orleans.

The travelers state that they came home with a much better understanding of, and appreciation for the efforts of the men and women who helped our nation achieve its independence. The many, many shrines visited were all real inspirations and made them realize even more the importance of The American Way of Life and of preserving our Freedoms.

Other California schools and school systems winning the Freedom's Award were: San Francisco Elementary Schools, Russell School of Hayward, Cottonwood Union Elementary, Willowbrook Junior High of Compton, Colton Union High, Grossmont Union High, Lynwood High, and Alexander Hamilton High of Los Angeles.

A REMARKABLE RECORD

HANS J. REINES, principal of Hamilton City Union Elementary School, Glenn County, has a remarkable record of perfect attendance, being neither absent nor tardy for 30 full years of teaching and is still



Hans J. Reines

going strong. He served his first year, 1919-20, as principal of Codora School, Glenn County; since that time he has been at Hamilton City. In June, 1949, during his graduation exercises, he was presented a certificate granted by the Office of County Superintendent of Schools certifying to the fact that he had completed 30 years of teaching without being absent or tardy. Mr. Reines was on sabbatical leave during the school year of 1949-50, visiting during that time many interesting schools in Norway, Sweden, England, Belgium, France, Germany and Luxembourg. He is now back on the job at Hamilton City.

During World War I, Mr. Reines was connected with the Army Air Service. He entered the service in July, 1917, and received his discharge in the spring of 1919. He attained the rank of sergeant major.

Mr. Reines was graduated from the Chico State Teachers College with the class of June, 1919. Besides his teaching experience, he served several years as a member of the Glenn County Board of Education; was twice president of Glenn County Rural Teachers Clubs; served several years as a Glenn County representative to the Northern Section Council, CTA; and in 1948 was a representative of CTA Northern Section to the NEA convention in Cleveland. — Ralph W. Camper, Willows.

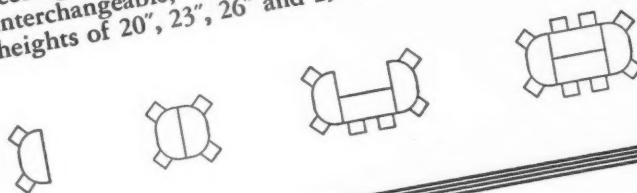
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BURBANK CLASSROOM TEACHERS INSTITUTE

THAT through group cooperation better solutions to educational problems may be found, was demonstrated at the recent first institute of the Classroom Teachers Department of the Burbank City Teachers Association in the Thomas Edison elementary school auditorium.

Several hundred interested Burbank educators attended this meeting, and participated in group dynamics led by Ronnie Gaitskill, classroom teachers chairman, who brought the group his experiences gained from the national classroom teachers conference in Missouri last summer.

He demonstrated the technique by dividing the entire assembly into groups of six, and presenting them with the problem of how to improve public school relations. Each group then selected, through discussion and elimination, the most effective suggestion, which in turn became a part of the final summary of all groups.

The demonstration proved clearly that the use of such democratic technique in any large group can be used to discover dormant leadership and to give each member present a sense of actively belonging to the larger group through actual participation.

Highlights of the NEA convention at St. Louis were given by Burbank delegates Mary Herrington, Thelma Horn, Harold Oldson, and Wayne Dugan.

Because of the success of this first classroom teachers institute in Burbank, it has been suggested by administrators and teachers that the classroom teachers department sponsor one or more institutes in Burbank every year. — Ruth A. Kee.

CTA LOCAL CLUB CHAPTERS

ONE hundred and eighty-eight local teachers clubs are now affiliated chapters of California Teachers Association, under charters issued by the CTA State Board of Directors. The Board, at its meeting of January 6, issued the following charters:

182. Lafayette Teachers Association.
183. San Lorenzo District Teachers Association.
184. Santa Clara County Teachers Association.
185. Alford-LaGranda Teachers Association (Arlington).
186. LaHabra Teachers Club.
187. Rivera Elementary Teachers Association.
188. La Vista District Teachers Association (Hayward).

MILLS DANCE INSTITUTE

SECOND annual Mills College Dance Institute is scheduled for March 17-22. Designed for folk dancers, teachers, recreational leaders and college students, the program will include the following dance activities:

Fundamentals of the American Square Dance; American Round Dances; Advanced Square Dances; American Longways Dances; Techniques of Calling Square and Longways; Beginning Social Dancing; Advanced Social Dancing; Elementary, Intermediate and Advanced Folk Dancing; Dance Composition Based on Folk Forms, and Techniques of Teaching Folk Dancers.

While the program has been arranged to meet the interests of all folk dancers, material of particular value for teachers of the upper elementary grades and secondary school level will be offered. One or two units of college credits may be obtained by those students desiring it.

One outstanding highlight of the week-long session will be a program of folk dancing by Bay Area ethnic groups on Wednesday, March 21. Directed by Marvin Hatfield, 6-8 groups attired in colorful native costume will perform their own dances. Groups represented will include Scottish,

Portuguese, Philippine, Irish and Dutch dancers.

Enrollment for the Institute will be limited. Those wishing to attend should write immediately to Office of Record, Mills College, Oakland 13, enclosing \$2.50 registration fee, which is non-refundable. Registrations will be accepted in the order received. The total tuition is \$18, plus advance registration fee. Graduate House on the Mills College campus will be opened for the exclusive use of Dance Institute students; 90 men and women can be accommodated.

New Horizons in Teaching

Suggestions we hope you will find helpful and interesting



The
Gettysburg Address

A special, new recording for schools. On reverse side "The Flag of the United States of America."

Teaching is such a pleasure when you come upon an aid like this record which makes history come alive and young people thrill with new understanding of America.

Side 1:—is Gettysburg Address beautifully spoken with all the purity and dignity of its lovely English — against background of patriotic music. **Side 2:**—same voice gives "The Flag of the United States of America."

The Whitneys (who wrote the flag story and put in time and substance to get this record for schools) claim they're "just plain,

everyday Americans" only trying to do their part to give young America deeper appreciation of this great nation and its builders.

Used the year around, this record inspires classroom discussions and programs; compositions; art work; biography study.

For other patriotic recordings you might inquire at your local record shop.

If Further Interested — Record described above (Narrator, FRANKLYN MACCORMACK; Organist, HAROLD TURNER) — A Columbia 12 in. recording; 78 r.p.m. — \$2 postpaid. Just write THE WHITNEYS, 1002 Wilson Avenue, Chicago 40.

That lively, real-mint flavor of delicious WRIGLEY'S SPEARMINT GUM is always a satisfying treat. Home after a heavy day — enjoy the refreshing little lift it gives you!



WOMEN DEANS MEET

TENTH biennial conference of California Association of Women Deans and Vice-Principals will meet at Santa Barbara March 8-11. Keynote speaker for the opening session will be Dr. Charlotte Elmott, director of guidance of the Santa Barbara City Schools, who has returned from the White House Conference on the Welfare of Children and Youth; her topic will be "Mental Health — Everybody's Business."

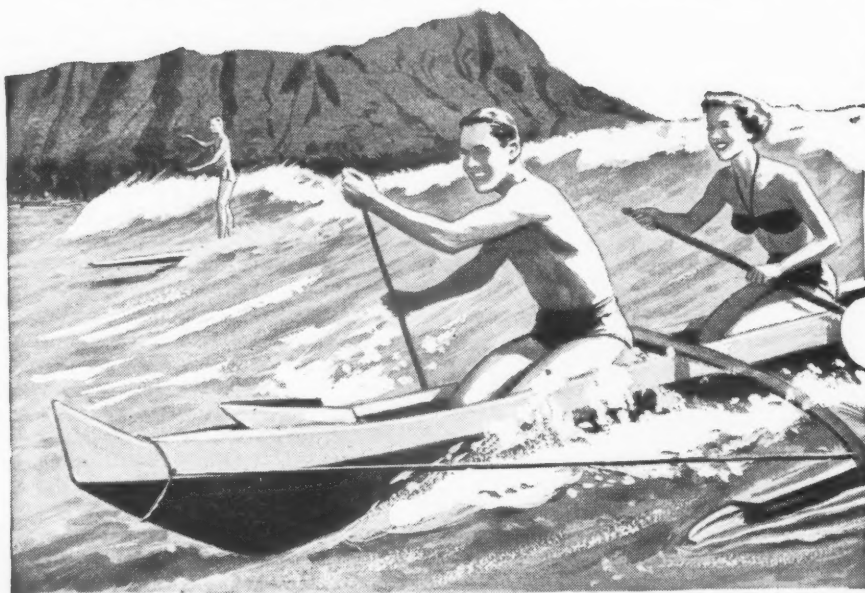
Other features on the program will be a demonstration by a team from the University of California at Los Angeles, an address by Dean Anna Rose Hawkes of Mills College, president of the National Association of Deans of Women, and a formal banquet at which honor will be paid to members

who have served as deans or vice-principals for 25 years and to those who have retired from service during the past two years. Section meetings for those working on the several levels — college and university, junior college, high school, junior high school — are also scheduled.

Reservations should be made through Ellen Bowers, Acting Dean of Women, Santa Barbara College, University of California, Santa Barbara.

Professor Juan B. Rael of 574 Lasuen Street, Stanford University, Calif., will conduct his 7th educational tour to Mexico this coming summer. The date of departure will be June 24; the cost ranges from \$278 to \$498.

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For further information call at your nearest United office, or write:

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*From Los Angeles or San Francisco, plus federal tax.



SCHOOL ADMINISTRATORS

Additional Changes in California School Administrators, 1950-51

Administrative Appointments and Transfers in the Oakland Public Schools

By Clive M. Saiz, San Francisco Director of Placement Services, California Teachers Association

Dr. Spencer D. Benbow, assistant superintendent adult education and special services. This position combines the former adult and vocational education and the individual development and guidance departments.

Dr. Elenore J. Erickson, director of health services, responsible to Dr. Benbow. She has general supervision of all health services, including physicians, dentists, and nurses. Her employment continues on a half-time basis.

Dr. David Vanderslice, coordinator of health services, responsible to Dr. Erickson; serves as full-time general coordinator of the health services.

Clement A. Long, director of secondary education, responsible to Dr. Rex H. Turner. He is responsible for the total instructional program in the junior and senior high schools, working with directors, supervisors, principals, teachers, and others in all types of activities related to the improvement of instruction, the coordination of the total secondary program, and the relationship with the elementary field.

Ronald N. Linn, director of personnel, responsible to the superintendent of schools. He is responsible for the recruitment of certificated personnel, in-service education of teachers, salary evaluation, and administration of general personnel problems.

Harold C. Youngberg, director of music, succeeding Robert A. Choate.

Robert F. Curran, acting principal at McClymonds High School, and **Dorothy M. Hindmarsh**, vice-principal at McClymonds, during Mr. Soelberg's absence.

Irving Waugh, vice-principal at San Leandro High School, during George A. Cherry's absence for military service.

New Appointments — Principals, Vice-Principals, Head Teachers

Mrs. Bernice M. Alsgood, acting principal, Auditorium Village School.

Thomas W. Cole, vice-principal, Laney Trade and Technical Institute.

Henning A. Edlund, associate principal in charge of crippled children's classes, Jefferson.

Nelle Lewis, acting principal, Toler Heights and Sheffield Village.

James E. Locke, vice-principal at Merritt Business School half-time and teacher half-time.

Bernice R. McCarthy, head teacher, Campbell.

Mrs. Jean I. Owen, head teacher, Sheffield Village.

Mrs. Edith L. Pullen, acting principal, Joaquin Miller.

Malcolm P. Sharp, acting principal, Dewey and Melrose.

Mrs. Thora Williams, head teacher, Rockridge Highlands.

Changes in Assignments of Principals

Donald G. Anderson, principal, from Franklin School to Parker School.

W. A. Benner, principal, from E. Morris Cox and Sheffield Village to E. Morris Cox.

Jean C. Brown, from acting principal at Burbank to principal at Burbank.

Roger Capri, principal, from Markham and Toler Heights, to Markham.

Carl J. Carter, principal, from Auditorium Village to High Street Homes.

Edward F. Cockrum, principal, from Bella Vista to Durant.

Helen S. Craft, principal, from Dewey and Melrose to Franklin.

Colin D. Fern, acting principal, from Durant to Horace Mann.

Norman D. Hohl, principal, from Rockridge to Rockridge and Rockridge Highlands.

Mrs. Aileen M. Howden, from leave-of-absence to principal, Bella Vista.

Joseph S. Lee, acting principal, from McFeely to McFeely and Willow Manor.

Ray C. McCormick, principal, from Horace Mann to Sequoia.

Doris E. Mincher, from acting principal to principal at Lazear.

Wendall M. Moore, principal, from Sequoia to Lockwood.

Alvin L. Parrish, principal, from High Street Homes to Whittier.

Fred L. Taber, from acting principal at Cole to principal at Cole.

H. Ismay Tobin, from acting principal at Sherman to principal at Sherman.

NEW BOOKS AND AUDIO-VISUAL AIDS

Aviation education is receiving much attention throughout the schools of California. Teachers interested in obtaining free aviation education material and services may obtain them promptly from United Air Lines, which issue an 8-panel, illustrated folder with complete list of materials and order form. The materials include map, leaflets, cards, vacation folders, slidefilms, motion-picture films, and sets of pictures for the classroom or school bulletin-board. They also provide speakers on air transportation. Address United Air Lines, School and College Service Department, 400 Post Street, San Francisco 2, or, 6th and Olive Streets, Los Angeles 14.

NEW STANFORD BOOKS

Our Desert Neighbors, by Edmund C. Jaeger, is a fascinating, illustrated guidebook of 250 pages, by an expert who, for more than 40 years, has explored the North American deserts; price \$5.

Camels to California, by Harlan D. Fowler, is another beautifully illustrated volume, 100 pages, 7th book in the Stanford Transportation Series. The complete dramatic story of the bringing of camels to America in the 1850s is here brought to publication for the first time; price \$3.50.

Our Mountain Heritage, by Anne Roller Issler, is the story of Silverado and Robert Louis Stevenson, 3rd in the series of three Stanford books treating Stevenson's stay in California. This volume delightfully rounds out the period of Stevenson's greatest development; price \$3.50.

Address Stanford University Press at Stanford, California.

Youth Committee Bulletin is a valuable monthly information service by and for the members of Los Angeles County Youth Committee. A recent issue, 13 mimeographed pages, gives a comprehensive summary of the recent Midcentury White House Conference on Children and Youth. The bulletin is issued at 205 South Broadway, Suite 208, Los Angeles.

A Child's First Cook Book, for boys and girls from 7-12, is one of the Happy Hour Series issued by Hart Publishing Company, 101 West 55th Street, New York 19, N.Y. The cookbook by Alma S. Lach is a delightful guide, with many picture-recipes in bright colors and simple language. There are menus for meals, afternoon snacks, and parties; 100 pages; price \$1.25.

The 1951 edition of the **NEA Tours** booklet describing tours to 12 areas and countries including Europe, Central America, Mexico, Hawaii, Cuba and various parts of the United States and Canada is now available. Complimentary copies are available by writing to the Division of Travel Service, NEA, 1201 Sixteenth Street, NW, Washington 6, DC.

The 1950 Yearbook of the NEA Department of Rural Education, entitled "The County Superintendent of Schools in the United States," is now ready for distribution. Shirley Cooper, assistant secretary of American Association of School Administrators, edited the publication.

At a recent meeting the Committee on Publications and Constructive Studies of the Department of Rural Education made plans for their yearbooks throughout the next five years. The title of the 1951 yearbook will be Child Development in the Rural Environment, while the 1952 yearbook will be on the subject of school transportation. A series of yearbooks on the rural community school is planned for the years 1953-1955.

Vocational Education: America's Greatest Resource, by John A. McCarthy, is an authoritative, illustrated text of 400 pages, published by American Technical Society, 848 East 58th Street, Chicago 37; price \$5.75. The author, long associated with vocational education, has here admirably developed the basic principles in that field.

Primer for Americans is a beautiful, illustrated, 16-page brochure by Larmon and Lapham. First published in a magazine, the material is now available in a special edition for schools, as the result of a widespread demand from educators. Its publication in this form is a public service on a non-profit basis. Price 25c; address Radio Household Institute, 285 Madison Avenue, New York 17, N. Y. A free sample copy

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Today every teacher, right in her own classroom, can accomplish results in remedial teaching that could be attained only by clinical specialists a few short years ago.

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- How to spot retarded readers
- How to diagnose the causes of reading failure
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A kit of corrective materials—

not mere page samples, but a working set generous enough to get your program under way.

Reading failure is the most serious school failure. It contributes directly to failures in all subjects, to personality maladjustments, and delinquency. The coupon below brings another chance to your poor readers. *Be sure you mail it today.*

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will be mailed on request to persons or groups interested in the distribution of this book on Americanism.

A new educational printing service, of particular interest to educators in public schools and colleges, has been established in Redwood City, San Mateo County. The new firm, Pacific Coast Publishers, is prepared to serve the printing needs of teachers and administrators who have material for quantity use in classes or school systems or for private distribution. The company specializes in printing manuals, teachers guides, graphs, etc., which would not be likely to appear on the lists of commercial publishers. Planning, design, and layout are included in the service.

Lloyd Dilks, director, also acts as con-

sultant on the preparation of manuscripts. He has been in the educational and technical printing field for 14 years, serving as printing adviser for such organizations as the League of Nations, Princeton University, and the Institute for Advanced Study. Monroe Heath, former school and college textbook representative for New York and West Coast houses, is sales manager.

Being Teen-Agers, a big, illustrated book of 270 pages, price \$1.50, is the 8th grade text in the National Forum Guidance Series and marks the completion of the 6-year series for grades 7 through 12. Like the other books in the series, this one deals with personal growth, development and adjustment problems and is adapted to group and individual guidance programs. The series comprises 6 student books, 6 sets of classroom charts, and 6 teachers guides; all designed for use throughout the 6 years of junior-senior high school. They cover 5 major areas of personal adjustment. For illustrated brochure and full details address National Forum Inc., 407 South Dearborn Street, Chicago 5.

FOUR NEW FILMS

These films are 16 mm sound, black-and-white, "classroom-tested," and may be obtained from local distributors. For those you are unable to locate, write to this magazine.

Birds Are Interesting. 10 min. color, Encyclopaedia Britannica Films. "If an animal has feathers it's a bird" and more than a dozen kinds in their habitats illustrate that a bird's bill tells much about its life and habits. Arranged to be instructive while entertaining, the film notes differences in bill, feet, and wings; poses thought-provoking questions. Relates ideas through a world-wide annotated field trip to give background for science and language arts for middle grades and up.

Bird Migration. 10 min. color, Heidenkamp-Albertsen. Pictures the mystery of bird migration for upper elementary to adult groups. Presents a theory of the beginning of migration, and shows migrants, non-migrants, and irregular migrants, in real life pictures. On maps, traces four principal New World flyways, showing birds which travel them; cites the Arctic tern as champion distance flyer.

The Sun's Family. 10 min., Young America Films. Simplified introduction to the size and distances of the universe and the nine satellites of our sun-star for upper elementary grades, uses models to show relative size, speed of movement, and orbit as each planet "ellipses" (not "circles") the sun. Shows astronomers use of planetarium; photographs telescopic views of Mars, Saturn, and Jupiter.

Art and Life in Italy. 10 min. color also, Coronet Films. History and tradition, the nature of the people and the land, help interpret famous examples of Italian artists' work in architecture, sculpture, painting, fresco, and mosaic, shown in excellent photography. The film takes art out of museums and puts it in everyday life for junior high to adult interests in social studies and art.

The Curriculum Bulletin, a project of the School of Education of the University of Oregon, is once again being published and is available on a subscription basis at \$5 per year (approximately 24 issues), or individual issues may be purchased separately. Each issue treats a separate topic—units, bibliographies, study guides, background and resource data on newer methods and curriculums, proposals for new curriculums, etc. Address University of Oregon, Curriculum Materials Laboratory, Eugene, Oregon.

You and Democracy, by Dorothy Gordon, is a reading book, 60 pages, profusely illustrated in color, which simply and eloquently describes government and life in our United States of America. Published by E. P. Dutton & Co., 300 Fourth Avenue, New York 10, N.Y.; price \$2.

for Grades 9-12

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CRAYOLA is America's favorite drawing crayon—bar none. Teachers prefer this Gold Medal winner because it's permanent and waterproof, and colors are true. Parents prefer it because it's clean, compact, never smudges. Children prefer it because it never bends in a warm hand. In boxes of 6, 8, 12, 16, 24 and 48 colors.

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AASA SPOTLIGHTS RESOURCE EDUCATION

THE 1951 Yearbook of the American Association of School Administrators deals with one of the basic issues of our times: How can the resource base of our civilization be used to maintain our way of life, yet not destroy the source of material strength — natural resources? The yearbook gives special attention to the role of the elementary and secondary school in answering this question.

Our nation has created one of the most extensive public school systems in the world. At the same time it has plundered the natural resource base on which its industrial and cultural might has been built. Are the schools responsible for the national scars of eroded soil, the silt-heavy streams and rivers, the gutted forests, ghost towns snuggling close to the mouths of abandoned mines? Obviously the blame lies in many phases of our present way of life.

As this is being written war is again raiding our treasure of men and natural resources. No one can foresee the extent of new inroads to be made upon coal and oil, or upon metals and land.

It is against this backdrop that the 1951 AASA Yearbook takes the position that it is a responsibility of the public school to become a more effective force toward the scientific use and conservation of natural resources.

By sponsoring this book, the American Association of School Administrators writes another pages on the nearly fifty-year-old "conservation movement" in the United States. The Association reemphasizes its belief in the responsibility of public education toward developing and preserving the natural resources of the world.

The major emphasis of the yearbook is upon describing the how of school programs in resource-use education. One common theme runs throughout the entire volume: The study and use of resources should be a major thread of the entire school program. It should not be viewed as a separate subject matter. It should be an emphasis of science, geography, history, language arts, and so on. The examples of active school programs attempt to show how such an integrated approach has been achieved.

The sick landscapes of our countryside and the ills in our community physical and social structures stand as the great challenges to a vitalized school program. According to the yearbook, the school cannot fail if it but stirs to meet the challenge as set forth by the AASA Commission.

American Association of School Administrators. Conservation Education in American Schools. Twenty-ninth Yearbook. Washington, D. C.: the Association, February 1951. 528 pages including Roster of Members. \$4.

DRIVER EDUCATION

SPORTSMANLIKE Driving is the title of the textbook developed and issued by American Automobile Association, Washington, DC, and widely used. A new "Project Workbook in Driver Education" is now issued for use, with the textbook, in high school courses.

Issuance of this new Workbook follows an insistent demand from teachers. In her foreword to the teacher, Helen K. Knandel, educational consultant and author of the Workbook, says:

"Driver Education is a comparatively new subject in which many teachers are facing pioneering problems. Graded resource materials are still somewhat limited. And, in most scheduling procedures, the same teacher carries out the classroom work and also supervises the driving practice. The teacher is therefore often separated from the large body of the class at times when careful assignments and continued direction of work could result in far greater student development than would otherwise be pos-

sible. The Workbook fits into this last situation especially well, although it should never be substituted for regular classroom work or used as though it served the functions of the teacher.

"Throughout the entire Workbook, special emphasis is focused on building sound driver attitudes related to the social responsibilities needed for sharing all the traffic activities on city streets and rural highways. The teacher should remain especially sensitive, in guiding the use of this Workbook, to the attitude-developing possibilities in every project."

Price of the Workbook is 92c per copy. Address Public Safety Department, California State Automobile Association, 150 Van Ness Avenue, San Francisco 2; or Automobile Club of Southern California, Adams and Figueroa Streets, Los Angeles.

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"It's News to Me"

THESE announcements by manufacturers of new products are of professional interest to educators. You may compare these items with others to be found in your school supply store. If unable to find them locally, write to this magazine and your letter will be forwarded to the manufacturer.

Flexiflat paste eliminates warping, wrinkling, and puckering in pasted paper items. Ideal where flatness, neatness and permanence is desired. May be used like any other paste, by finger, brush, or rubber-tipped applicator. Can be diluted with water, and brushes can be easily cleaned. Recommended for mounting pictures, scrapbooks, paper favors, bookbinding, etc.

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The subject **Mushrooms in Their Natural Habitats** is covered in a unique kit that includes a 626-page text, 231 stereo-kodachrome three-dimensional pictures, and a View-Master stereoscope. The text was written "around" the full color pictures which provides the user with the advantages of an actual foray into the woods under the supervised direction of a qualified specialist. Designed for a wide range of readers; from the advanced student or scientist to the less schooled person who desires accurate information about fleshy fungi. Complete kit includes textbook, 33 reels, and one stereoscope.

Two new flash-card games for teaching vowels. **Quiet Pal Game** shows children how the addition of a vowel letter, after another vowel in a word, changes the pronunciation of the first vowel. **End-In-"E" Game** teaches the changes in pronunciation of vowels that occur when the letter "e" is added at the end of a word. 15 flash-cards in each set.

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COMING EVENTS

February 1-3—California Young Farmers Association; annual convention. Redding.

February 2, 3—Audio-Visual Education Association of California and California School Supervisors Association (San Joaquin Valley Section); 2nd annual joint conference. Fresno.

February 3—California Association for Childhood Education, Southern Section; luncheon meeting at YWCA, 735 East Lexington Avenue, Glendale; the Glendale Branch is hostess.

February 3—CTA State Board of Directors; regular meeting. San Francisco.

February 3—School Library Association of California, Southern Section; book breakfast. Manning's, 319 West Fifth Street, Los Angeles.

February 3—California Association for Childhood Education; Southern Section meeting. Glendale.

February 9—California School Supervisors Association; Bay Section meeting. Claremont Hotel, Berkeley.

February 10-14—National Association of Secondary School Principals; 35th annual convention. New York.

February 10-15—Association for Supervision and Curriculum Department; annual convention. Detroit.

February 12—Abraham Lincoln's Birthday.

February 13-16—California Recreation Conference; 3rd annual session. Co-sponsored by California Recreation Commission, California Recreation Society and National Recreation Association. San Diego.

February 14—Valentine's Day.

February 15—Susan B. Anthony Day.

(Continued on Page 32)

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22b. Aids to a Health and Nutrition Program is a revised edition of a catalog listing the materials planned to meet in a practical way the needs of the academic teacher, the specialist, and the administrator, and suggesting effective ways to develop a community-school program in nutrition education. General Mills.

54b. The Story of Oil, printed on coated book stock and illustrated in color, tells how crude oil is created by nature, continues with a history of the industry in brief, easily read form, and goes on with an account of production, transportation, manufacturing and marketing of the refined products. Standard Oil Company of California.

34b. Tachistoscope — an Investment for School Learning is explained and analyzed in the current issue of "Visual Review." This timely and interesting subject of flash recognition training is covered completely from correct classroom setting to record maintenance on improvement. The value of the training as a regular part of the school program and valuable research findings are also covered. Society for Visual Education.

55b. Jack and Jill Game, an educational game for elementary school children, is described in full in a two-page circular. Shows young readers how to make and play the game. One side describes eleven craft books for children. Chas. A. Bennett Co.

ADVERTISEMENTS

Alaska Steamship Company.....	15
American Seating Company.....	2nd cover
Audubon Camp of California.....	17
Automobile Insurance, CTA.....	3
Bennett Company, Inc., Charles A.....	29
Binney & Smith Company.....	28
Bituminous Coal Institute.....	23
CTA Automobile Insurance.....	3
California Casualty Indemnity Exchange	3
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College of the Pacific Tours.....	29
Compton & Company, F. E.....	4
Durant Hotel	30
Educators Furniture & Supply Co.....	24
Fun-D'Drill Arithmetic Games.....	30
Gaylord Brothers	31
General Mills, Inc.....	3rd cover
Heath & Company, D. C.....	28
Henry Holt and Company, Inc.....	21
Holden Patent Book Cover Company.....	19
Holt and Company, Inc., Henry.....	21
Hotel Durant	30
Laidlaw Brothers	31
National Audubon Society.....	17
Society for Visual Education.....	22
Standard Oil Company.....	4th cover
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Webster Publishing Company.....	27
Wrigley, Jr. Company, William.....	25

56b. Hawaiian vacation folders containing complete itineraries, costs, etc., are available through United Air Lines offices. See ad in this issue or use coupon below.

57b. Folder describing teaching aids and classroom materials on air transportation. United Air Lines.

12b. Tape Recording in the Classroom has interesting new ideas for every classroom. Gives case histories of how and where tape recordings are used to lighten teachers work and improve student concentration. Minnesota Mining & Mfg. Co.

58b. The Co-ordinated Classroom, an illustrated, 48-page report by Dr. Darrell Boyd Harmon, covers every phase of seating, lighting, and decoration problems in the classroom and their effect on children's posture, vision, and general welfare. The American Seating Company.

COMING EVENTS

(Continued from Page 31)

February 16, 17 — United Business Education Divisions; National Association of Business Teacher-Training Institutions, Research Foundation of United Business Education Association; Administrators Division of United Business Education Association, American Chapter of the International Society for Business Education; joint meeting. Atlantic City.

February 16-18 — NEA Division of Travel Service; National Council for Education Travel. Atlantic City.

February 16-20 — National School Boards Association; annual convention. Atlantic City.

February 17 — California Agricultural Teachers Association, Southern Region; spring meeting. San Dimas.

February 17 — California Elementary School Administrators Association, Southern Section; regular meeting. Anaheim.

February 17 — National Teacher Examinations given at testing centers throughout USA. For details address Educational Testing Service, P.O. Box 592, Princeton, New Jersey.

February 17 — National Science Teachers Association, Business-Industry Section; regional meeting. Atlantic City.

February 17-18 — California Association for Childhood Education; state conference. San Jose.

February 17-22 — American Association of School Administrators; annual convention. Atlantic City.

February 18-21 — NEA Department of Audio-Visual Instruction; conference. Atlantic City.

February 18-21 — NEA Department of Classroom Teachers; winter meeting. Atlantic City.

February 18-25 — Brotherhood Week; national observance.

February 19 — National School Public Relations Association; winter meeting. Atlantic City.

February 19-22 — NEA Department of Elementary School Principals; winter meeting. Atlantic City.

February 19-21 — Department of Rural Education; annual conference. Atlantic City.

February 19-22 — American Educational Research Association; convention. Atlantic City.

February 22 — Washington's Birthday.
February 24 — California Student Teachers Association; regional conference. San Francisco.

February 24, 25 — CTA State Committee on Legislation; special meeting. Bellevue Hotel, San Francisco.

March 2 — California Association of Public School Business Officials, Southern Section; monthly meeting. Los Angeles.

March 3 — California Agricultural Teachers Association, South Coast Region; spring meeting. King City.

March 3 — California Student Teachers Association; regional conference. Los Angeles.

March 5-9 — Trade and Industrial Education Service, U.S. Office of Education; Pacific regional conference. San Francisco.

March 7 — California Conservation Bird, and Arbor Day, opening 17th Annual California Conservation Week.

March 7-9 — National Association for Nursery Education; biennial conference. Hotel Commodore, New York City.

March 7-14 — California Conservation Week; 17th annual observance.

March 8-11 — California Association of Women Deans and Vice-Principals; biennial convention. Miramonte Hotel, Santa Barbara.

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THINGS TO DO

in correlating art and nutrition at different grade levels:

- Make food models of clay or papier-mâché. Paint them.
- Decorate lunchroom with posters, new curtains. Paint and rearrange furniture.
- Provide table decorations for lunchroom.
- Make nutrition displays for corridors.



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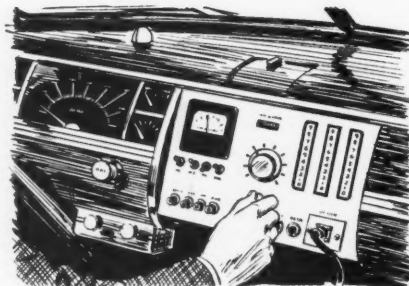
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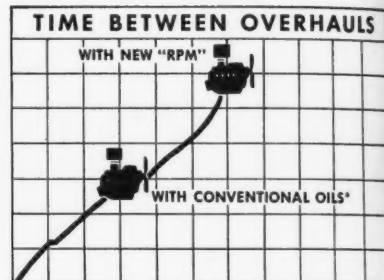
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